Fit for English®

Student's Book Level 2

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B1

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Fit for English®

Student´s Book

Level

2

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Level 2
Book 1

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Chapter	Language Arts	Language Functions
1	• Present Perfect Simple vs. Continuous • Linking Words: because, as, since	• Talk about things that have been happening for some time
2	• Modals Review • Present Continuous	• Express certainty, possibility, or ability in the present and the past • Express places of objects and directions of movement • Talk about near-future events
3	• Tenses Review: Present Simple, Present Continuous, Present Perfect, and Present Perfect Continuous	• Talk about past and present events
4	• Adjectives: Comparatives, Superlatives (not as ... as), Position, and Order	• Describe and compare situations, things or people
5	• Past Tenses Review: Past Simple, Past Continuous, Present Perfect • Phrasal Verbs	• Express repeated actions in the past or actions that happened at an indefinite time in the past

Dear Students,

Welcome to Fit for English, a revolutionary method designed to make learning English an exciting, effective, and enjoyable experience.

Becoming a confident English speaker is a journey—and you're about to start it with the best tools and support. Learning is more than just memorizing words; it's about discovering new ways to think, communicate, and connect with the world. That's why your attitude, your energy, and your willingness to try new things will make a big difference in how far you go. Don't be afraid to take risks, explore, and make mistakes—they're all part of the process!

Fit for English is built to help you learn faster and more deeply. With our unique approach, you'll experience English with your whole mind and body, using activities, games, projects, and real-life situations to truly understand and enjoy the language.

Here's what you'll do with Fit for English:

- Learn with your whole mind and body.
- Connect ideas and create new meanings as you go.
- Work together with others to learn faster.
- Explore English in different contexts that make it more real and useful.
- Use English in real situations.
- Learn through fun and positive emotions.
- Use both sides of your brain—linking words and ideas to images and actions.

We're excited to have you on this journey. Get ready to experience just how powerful and enjoyable learning English can be.

Let the adventure begin!

With excitement,
The ASC Team

How the ASC Method Helps You Learn

Why Review Matters

Reviewing isn't just repeating the same thing over and over. It means going over what you've learned in different ways—looking at it from new angles using new activities. Your brain needs this practice to form strong connections that help you remember and use information more easily and automatically. That's when real learning happens.

Learning Happens in Steps

One of the most essential parts of learning is the receptive phase—that's when you're taking in new material and starting to practice it. You'll work on this alone, with a partner, or in a group. During this stage, your teacher is there to help you stay on track, answer questions, correct mistakes, and push you to think more deeply. This step sets the stage for everything that comes after.

Get Your Brain Ready

You learn best when your brain is calm and focused. If you're stressed, the parts of your brain that help you learn—like the prefrontal cortex and hippocampus—don't work as well. But when you're relaxed, your brain produces alpha waves, your heart rate slows down, and you breathe more deeply. That's the perfect state for learning. So take a breath, stay calm, and get ready to absorb knowledge.

Reading to Absorb

When you read, you're not just looking at words—you're building strong brain pathways that help you understand and remember. This only works if you really focus during the reading phase. You need to catch the rhythm of the language: how it sounds, the tone, the pronunciation. That's how you build a solid base.

Using Mind Maps

Mind maps combine words and images to help your brain make connections. Pictures speak to the right side of your brain, which loves creativity and emotion. Words go to the left side, which handles logic and structure. By using both, you make learning stronger and more fun. Remember: mind maps aren't graded—they're tools to help you memorize and understand. Look back at them often!

What Are Semantic Maps?

Semantic maps help you understand how words and concepts are connected. They train your brain to identify main ideas, organize information, and recognize how things relate. They're an excellent tool for breaking down complex information and more importantly, for talking about what you learned!

Games That Teach

Games and activities like Let's Play aren't just for fun—they're actually powerful tools for learning. That's because they engage the right side of your brain, which helps you stay motivated and enjoy the process. When learning is fun, it sticks better.

The ASC Method is built to help you learn with your whole brain.
Relax, get involved, and enjoy the process–you've got this!

Why Mind Maps Help You Learn

Mind maps use words and images together—and that's a powerful combo for your brain. Pictures speak to your right brain, which loves visuals, emotions, and humor. Words go to your left brain, which handles logic, order, and facts. When you use both sides at the same time, your brain remembers better.

Mind maps aren't just for class—they're for helping you remember. You can even read your mind map out loud to someone at home. The more you repeat it, the better it sticks. That's how you build long-term memory.

Just remember: mind maps aren't graded. Their job is to help you learn and speak English more easily. Keep reviewing them throughout the chapter—you'll be surprised how much you remember!

Let's Map It!

Create your own mind map!
Here's how:

1. Get into teams of 3 or 4.
2. Each person takes one part (or paragraph) of the topic.
3. Draw your section on a sheet of paper.
4. Make it fun! The drawings can be silly, weird, or totally absurd—that helps your brain remember better.

Each time you create a mind map, you'll be faster and produce more. You can also make one alone or with a partner if you prefer. You can summarize the text and create a Mind Map with relevant ideas. You can even Mind Map songs and learn the lyrics easily!

Mind Map Presentation

Time to share your part with the group!

1. Use your Mind Map to say complete chunks of the text to your team.
2. Listen to your classmates and have fun—there's no pressure!
3. Once everyone is done, you can complete your full mind map on your worksheets using your classmates' drawings or making your own.

Let's use our creativity and teamwork to learn in a whole new way!

What's a Semantic Map?

A semantic map (also called a graphic organizer) is a type of diagram that helps you visualize how ideas, words, or events are connected. It's a great tool to organize your thoughts, understand concepts better, and remember what you've learned. By mapping out information, it's easier for your brain to process and retain it.

Let's Work with Semantic Maps

You'll now create your own semantic map based on a section of the second reading. Here's what to do:

1. Choose a paragraph from the second reading (your teacher may assign one). You can also take main ideas of the whole text.
2. Read carefully and highlight the most important ideas and words. These are mainly nouns and verbs that answer the questions: Who? When? What? How? Why?
3. Draw a semantic map that shows how the main ideas and details connect.
4. Once you're done, review another paragraph on your own and add that information to expand your map.
5. When finished, you'll have a complete visual summary of the reading.
6. Use your Semantic Map to talk about what you learn with your partners.

Afterward, you'll have the chance to share your map with other groups and explain your ideas in English. Your teacher will listen and help guide your speaking.
Let's see what you can create!

Notes

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1 **Individually, read the words and find out their meanings and how they are connected. Share your ideas with a partner and make predictions about what the reading will be about.**

telescope	astronomy	stars	planets	mirror
lens	Galileo	technology	discovery	

2 **In pairs or small groups, take turns asking these questions. If the answer is yes, ask where or how they know this.**

1. Did you know that telescopes were invented over 400 years ago?
2. Did you know that the first telescope used mirrors instead of glass lenses?
3. Did you know that Isaac Newton made his own telescope?
4. Did you know that Galileo was arrested for his ideas about the planets?
5. Did you know that some telescopes are placed in space, not on Earth?
6. Did you know that the Sun is a star?
7. Did you know that we can't see all stars with our eyes, but telescopes can?
8. Did you know that telescopes can detect invisible light like x-rays and infrared?
9. Did you know that scientists use telescopes to look for asteroids near Earth?
10. Did you know that a modern telescope can be bigger than a house?

Evolution of the Telescope: From Galileo to Kitt Peak

The telescope has been responsible for many of the most important discoveries in astronomy. This instrument has developed from small, simple types to the huge, complex varieties of today. Astronomical science has seen enormous advances because of the work done to improve the technology over many centuries.

Early light-reflecting telescopes were invented in the 1600's. These telescopes employed curved mirrors as lenses, which gathered and reflected light to form an image of the cosmos. Isaac Newton, who built the first reflecting telescope in 1668, looked through the lens at distant stars and unfamiliar planets and asked himself, "What have I seen?"

Vocabulary List

Paragraph 1		Paragraph 2	
astronomy	study of the stars and planets other than Earth; astrophysics; astrography; astrolithology; selenology	**light-reflecting**	that reproduces or emulates light
huge	enormous; gigantic; humongous	**employ**	make use of; utilize; operate
complex	intricate; elaborate; complicated	**mirror**	glass that reflects images
improve	elevate; develop; increase	**gather**	pick out; extract; harvest
over	more than; beyond	**lens**	glass for vision; spectacles
century	one hundred years	**telescope**	an optical instrument for making objects appear larger and nearer

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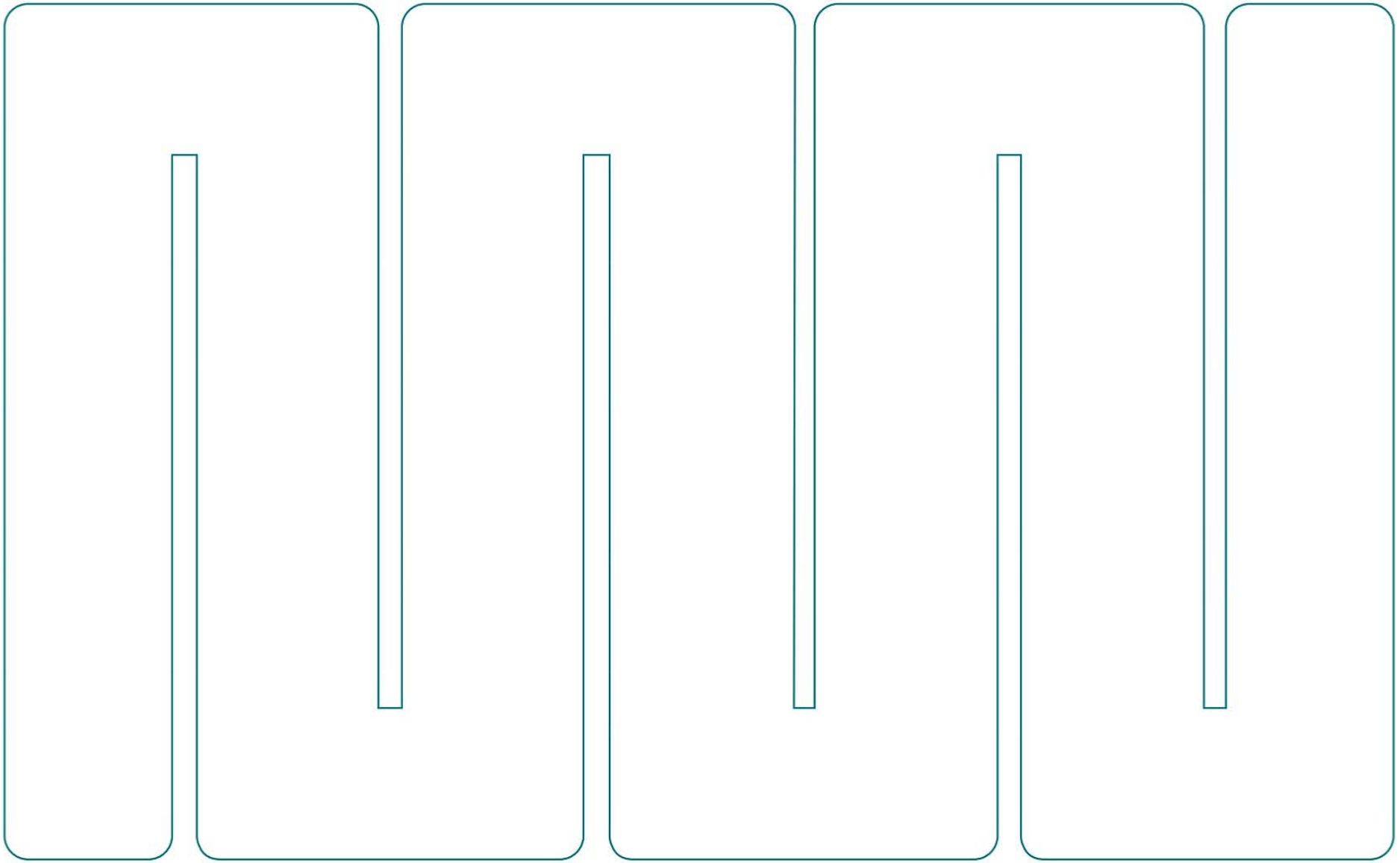
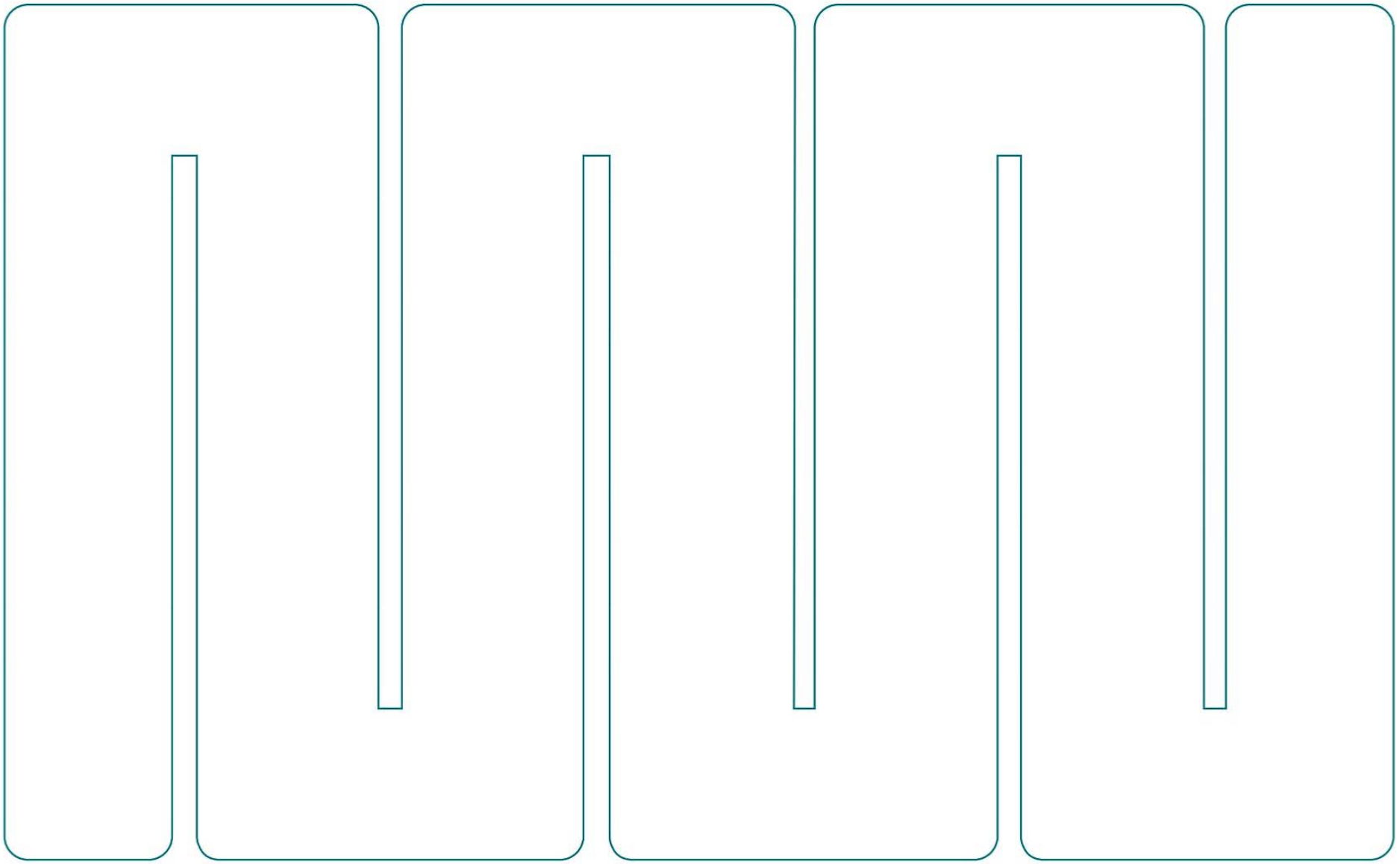
However, it is Galileo Galilei who is often called the "father of observational astronomy" because of his contributions to the field. Modern scientists have been relying on Galileo's discoveries for a very long time since he was responsible for the theory of heliocentrism. So, in nearly four hundred years, how have telescopes been changing? As technology has advanced, astronomers have invented many different kinds of telescopes, including x-ray, ultraviolet, optical, infrared, and submillimeter. In 2013, institutions in the United States, Canada, China, India, and Japan signed an agreement to build the world's most advanced telescope in Hawaii. This project is named the Thirty Meter Telescope, as the primary mirror will have a diameter of thirty meters.

The largest and most versatile telescope on the ground today is at the Kitt Peak National Observatory near Tucson, Arizona. Kitt Peak has been operating since 1953. A primary responsibility of the Kitt Peak telescope is to search for near-Earth asteroids, but it has not found any dangerous asteroids, and astronomers have not noticed any unusual activity near our planet. Even before these modern machines, humans have been watching the stars. But thanks to the telescope and to hundreds of years of improvements, today, we can see beyond our imagination.

Paragraph 3		Paragraph 4	
field	area of study; discipline; occupation	**versatile**	functional; flexible; resourceful
rely	have confidence in something or someone; confide; entrust	**ground**	land; floor
heliocentrism	relating to the Sun as the center	**search**	seek for something; examine; hunt for; inquire
infrared	producing rays of light that are longer than rays that produce red light and that cannot be seen by humans	**near-Earth (object)**	NEO comets or asteroids whose orbit brings them into proximity with Earth
submillimeter	less than a millimeter in diameter or wavelength	**asteroid**	a small rocky body orbiting the Sun
agreement	mediation; accordance; understanding	**beyond**	outside limits; farther





1 Read the text and answer the questions.

1. Write a short paragraph comparing the evolution of telescopes with another gadget or technological device.

2. Define "cosmos" based on what you read in the text.

3. Explain why modern scientists "rely on" Galileo's discoveries.

4. Do you think modern scientists still use light-reflecting telescopes? Why or why not?

5. Why does the observatory at Kitt Peak search for near-Earth asteroids?

2 Read these false statements. Change words in each sentence to make them all true statements and write them down.

1. Light-reflecting telescopes were invented in the 16th century.

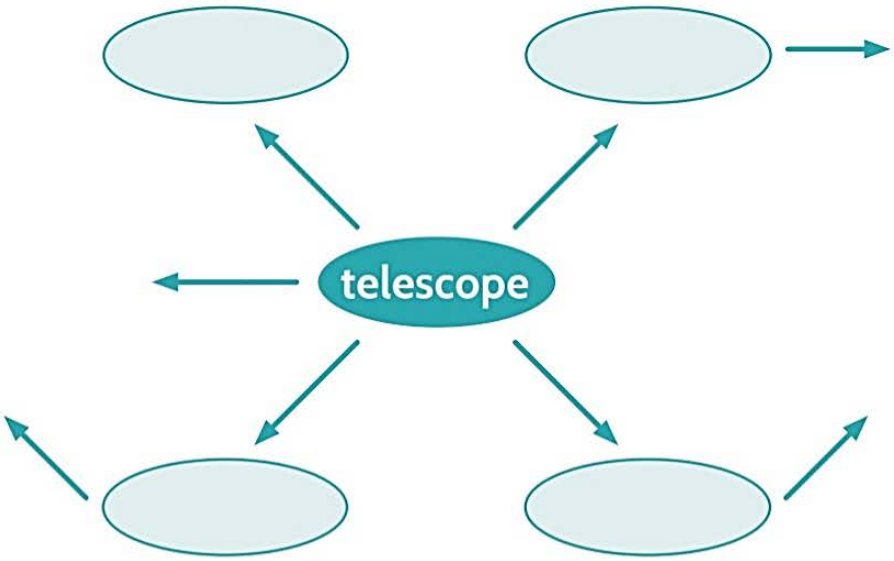
2. Isaac Newton is called the father of observational astronomy.

3. Every country in the world has built advanced telescopes.

4. The Thirty Meter Telescope was built in Asia.

5. The Kitt Peak telescope has found dangerous asteroids near our planet.

1 Create a bubble network with related words.



2 Replace the underlined words with their synonyms.

1. The telescope has developed from small, simple types to the <u>huge</u>, <u>complex</u> <u>varieties</u> of today.

2. Isaac Newton looked through the <u>lens</u> at distant stars and <u>unfamiliar</u> planets.

3. Light-reflecting telescopes <u>employed</u> mirrors as lenses.

4. Galileo Galilei made important contributions to the <u>field</u> of astronomy.

5. Some telescopes <u>search</u> for near-earth objects.

3 Form adjectives, nouns, adverbs, or verbs from the words given.

Adjective	Noun	Adverb	Verb
important	importance		
	astronomy		
			discover
familiar			
			know
			observe
	variety		
			improve

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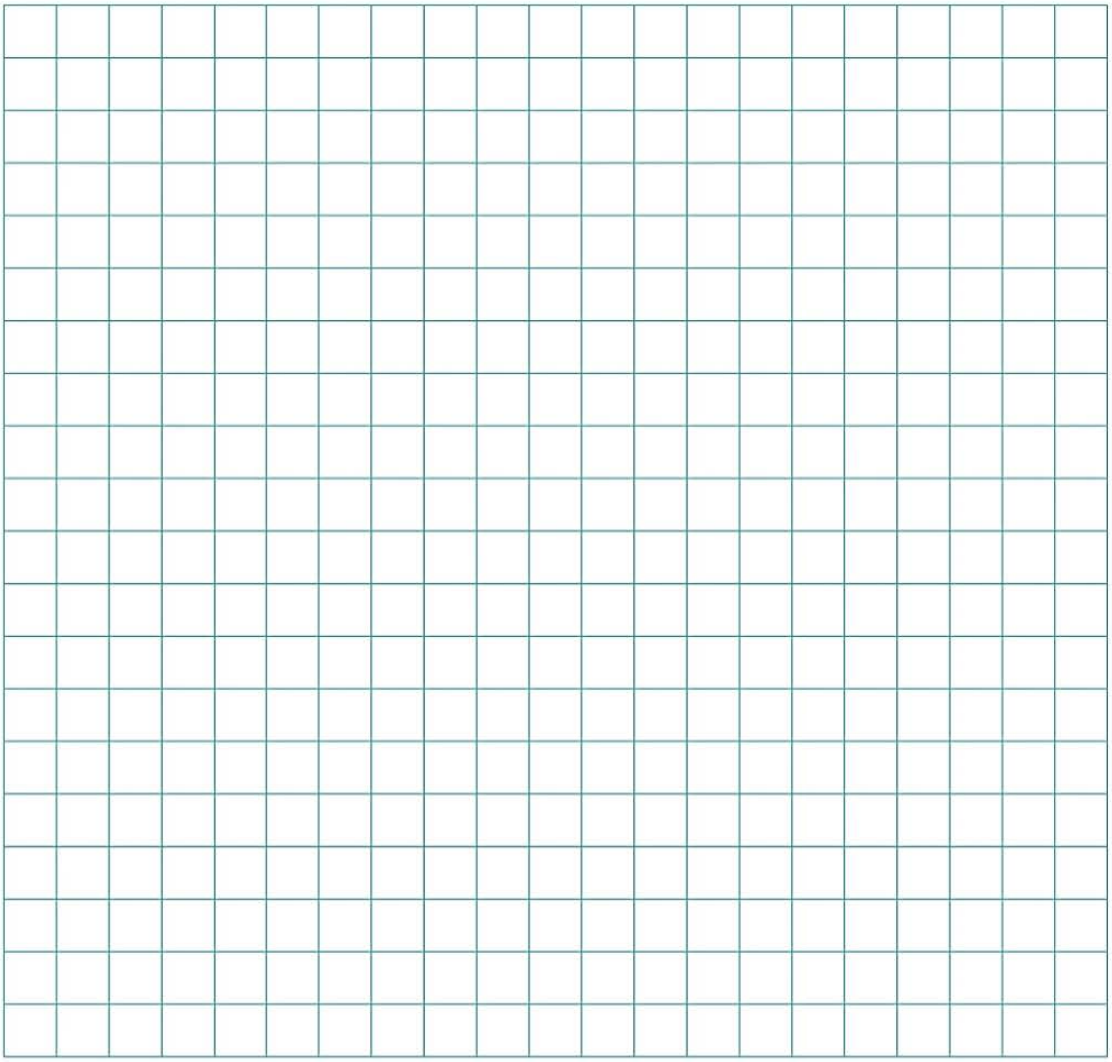
4 Read the words in the box and decide which words are formed with the prefix "sub-" meaning "under" and which ones are not. Write the meaning of each word.

subclass	subfield	subdivide	sublime
substitute	subsystem	subject	subsector

1. ..... : .....
2. ..... : .....
3. ..... : .....
4. ..... : .....
5. ..... : .....
6. ..... : .....
7. ..... : .....
8. ..... : .....

5 Choose six words from the vocabulary list and create a crossword puzzle with the meanings of the words or sentences as clues. Give your crossword puzzle to a friend and answer his or hers.



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Present Perfect Simple and Present Perfect Continuous

1 **Read the sentences and follow the instructions.**

> This instrument has developed from small, simple types to the huge, complex varieties of today. Even before these modern machines, humans have been watching the stars.

1. Find two more examples of each structure in the text and write them down.

.....

.....

2. Apart from the form of the verb, what is the difference between present perfect simple and present perfect continuous?

.....

.....

2 **Read the different uses and mark the tense that corresponds to each one.**

1. To express that an action began in the past and still happens in the present.
(Present perfect simple/Present perfect continuous/Both)

2. To express that an action has just finished.
(Present perfect simple/Present perfect continuous/Both)

3. To express that an action is completed.
(Present perfect simple/Present perfect continuous/Both)

4. To emphasize the result after an action.
(Present perfect simple/Present perfect continuous/Both)

5. To emphasize the duration or continuous course of an action.
(Present perfect simple/Present perfect continuous/Both)

6. To express that an action is a permanent situation.
(Present perfect simple/Present perfect continuous/Both)

7. To express that an action is a temporary situation.
(Present perfect simple/Present perfect continuous/Both)

3 **Write your own examples with each verb tense used in Activity 2.**

.....

.....

.....

.....

.....

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Linking Words

1 Look for the following words in the text and write them under the correct heading.

so as since however

Sequence	Result	Reason
after	consequently	because
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
Comparison	**Contrast**	**Condition**
than	although	if
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

2 Read the words in the box below and complete the table.

even if similarly before like
therefore though unless finally

3 Complete the description for linking words using the words in the box.

condition conjunctions used
result start two clauses

Linking words are also called ..... . We use them to combine ..... presenting comparison, ... , ... , etc.
We can use these words to ..... a sentence, or they can be ..... within a sentence.

1 **Read the text and write the correct form of the verbs in parentheses. Be careful; some should be used in present perfect simple, and some in present perfect continuous.**

The Firewall Paradox

If you have watched science fiction movies like Star Trek, you are probably familiar with black holes. They are often portrayed as powerful forces or as wormholes for space travel.

While astronomers [1] _____ **(study)** black holes for decades, much about them is still unknown. They [2] _____ **(discover)** that black holes form when a massive star, at least 15 times larger than the Sun, reaches the end of its life and explodes. With no force to oppose gravity, matter collapses inward. The gravity becomes so strong it pulls in everything nearby, even light, forming a black hole.

Astronomers [3] _____ **(call)** the boundary where nothing can escape a black hole the event horizon. No one [4] _____ **(build)** a device fast enough to move beyond it.

What have scientists [5] _____ **(debate)**? One major question they [6] _____ **(pose)** is what would happen if a person fell into a black hole. One theory says the person would pass the event horizon and be crushed. Another [7] _____ **(propose)** that a "firewall" of particles would burn them up near the edge. Only one theory can be true, based on general relativity and quantum theory, which scientists [8] _____ **(use)** to explore the issue. So far, they [9] _____ **(predict)** that black holes could allow travel across the universe.

2 **Read the dialogue and underline the correct option.**

SARAH: Hey Sean! How are you? I (haven't been seeing / haven't seen / have seen) you in a while.

SEAN: I'm good. I've (been taking / talked / not been talking) an astronomy class with Ryan.

SARAH: Really? I love reading my horoscope.

SEAN: That's astrology. (Have you ever been studying / Haven't you ever studied / Haven't you study) astronomy before?

SARAH: No. What's the difference?

RYAN: Astrology predicts the future with planets. Astronomy (hasn't been / has been / hasn't been being) different since the 1600s.

SEAN: Wow, you've (pay / not paid / been paying) attention!

RYAN: I like it. I've (been reading / read / been read) articles online too.

SEAN: Cool. I read one on Hawking radiation—I'll send it.

SARAH: Me too! I've (looked / looking / been looking) for something different to do. (Have you taken / Have you been taking / Have you took) it long?

SEAN: No, just started two weeks ago. You can still join!.

Fun Conjunctions in a Story!

1. Play this game in teams of four.
2. Individually, write one sentence including each of the following:

Two names	....
Actions that you want to do someday	....
Some unexpected or surprising actions	....
Actions from a story or film you enjoy	....
An excuse	....
A reason	....
Something that contrasts the previous reason	....
Another reason	....
A conclusion	....

3. Read your stories one sentence at a time.
4. Each player takes turns reading one sentence and adding a suitable conjunction or linking word. Don't change your sentence; the idea is to make crazy stories.

Example:

The first player reads: Mary and John were friends.
The second player reads: First, they went to the movies.
The third player reads: Then, they went to a restaurant to have dinner...
The fourth player reads: because they were worried.

5. Choose the best story and share it with the rest of the class.

3 **Write the correct linking word. They can be used more than once.**

as	first	because	also	since	and

Astronomers study all kinds of objects in space. They study planets, stars, moons, black holes, [1] ..... all kinds of other objects like comets. You have probably heard the words asteroid, meteoroid, meteor, and meteorite before. These words are not synonyms; each of these words has a specific definition in astronomy. [2] ....., what is an asteroid? An asteroid is a rocky body that orbits the Sun or a star in another solar system. [3] ..... it is relatively larger than other rocky bodies; the term asteroid [4] ..... refers to the size of the object. Smaller rocky bodies are called meteoroids. [5] ..... the suffix –oid means having the appearance of something else; we may conclude that meteoroids have the appearance of meteors. This is not the case, [6] ..... a meteor is, in fact, a shooting star! If the meteor does not completely burn up in the atmosphere and it lands on Earth, we call it a meteorite. This makes sense [7] ..... the suffix –ite means a part of a body. So, a meteorite is the part of the meteor that survives the Earth's atmosphere.

4 **Read the sentences and write the correct conjunction.**

1. Astronomers study the Universe ..... there might be other planets with life on them.
2. ..... astronomy is an interesting field; it is a popular major at many American colleges.
3. Studying advanced astronomy will be difficult ..... you also study math.
4. Some people think that ..... astronomy is the oldest natural science; it is the best.
5. Everyone is interested in astronomy when they are younger ..... children are inherently curious about the world around them.
6. Astronomy was historically important ..... it allowed explorers to navigate their ships.
7. ..... you study astronomy for years, you won't understand everything about the Universe.
8. ..... astronomy and astrology share part of their history; they are separate disciplines.

1 Listen and choose the statement with the correct answer.

1. The first geocentric model was suggested by
   a. Aristotle and Ptolemy.
   b. Nicolaus Copernicus.
   c. Johannes Kepler and Isaac Newton.

2. It might have been created in the
   a. fifteenth century.
   b. second century.
   c. No one knows.

3. The push and pull of planets are explained by
   a. the law of gravitation.
   b. the relationship between them.
   c. Johannes Kepler.

4. Galileo was sentenced to death because
   a. he believed that God created the universe.
   b. of his theory.
   c. he was a Roman Catholic.

5. Galileo said that you can help men
   a. to learn anything.
   b. but they cannot learn.
   c. to find learning inside them.

2 Write the correct word to complete the sentence.

1. An enormous sphere of helium and hydrogen is a .....

2. These celestial bodies are held together by .....

3. They are grouped in ..... , which form patterns in the sky.

4. According to Babylonians, ... of these, form the Zodiac.

5. Our solar system rests within the .....

3 Listen and match the columns.

1. ☐ Orion
2. ☐ Big Dipper
3. ☐ Gemini
4. ☐ Castor and Pollux
5. ☐ Polaris

a. stars forming the heads of twins
b. stars found in the Big Dipper
c. a large spoon
d. group of stars that resemble twins
e. a man holding a bow and an arrow

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Me Too!

1. Think of something you have been doing for a long time.
2. Work in teams of five and take turns telling what you have been doing for a long time.
3. The rest of the players must say, "Me too!" even when that isn't true.
4. The player who said what he/she has been doing must guess whether the rest of the players are telling the truth or not and write their names down.
5. Individually ask each player to see if they are telling the truth.

   Example:

   Have you really been playing soccer for five years?

6. Continue playing until all the players have said what they have been doing for a long time.

I've been:			
Name		**Truth**	**Lie**

Variation: Think of something you've been doing for a long time and of something else that could be believable but false. Take turns saying the two sentences.

For example, I've been studying French for six months, and I've been selling cookies for two years. The rest of the players must decide which of the two statements is true.

I've been:			
Name		**Truth**	**Lie**

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Astronomy:
The Map of the Stars and Constellations

Both Aristotle and Ptolemy, a Greco-Egyptian scientist from the second century, have been given credit for creating the geocentric model. For many centuries, it was accepted as fact. However, in 1543, Nicolaus Copernicus, a Renaissance mathematician, proposed that the Sun actually remains in one place while the Earth and other planets move around it. This theory is called heliocentrism. Johannes Kepler and Isaac Newton improved this model since the original model was not accurate. Newton proposed the law of gravitation to explain the push and pull of the planets, as well as mankind's physical relationship with the Earth.

Glossary

geocentric	The idea that Earth is at the center of the universe and everything else revolves around it.
Renaissance	A period in European history known for advances in art, science, and learning (14th–17th century).
proposed	Suggested an idea or plan for others to consider.
heliocentrism	The theory that the Sun is at the center of the solar system and planets move around it.
gravitation	The natural force that pulls objects toward one another, especially toward the Earth.

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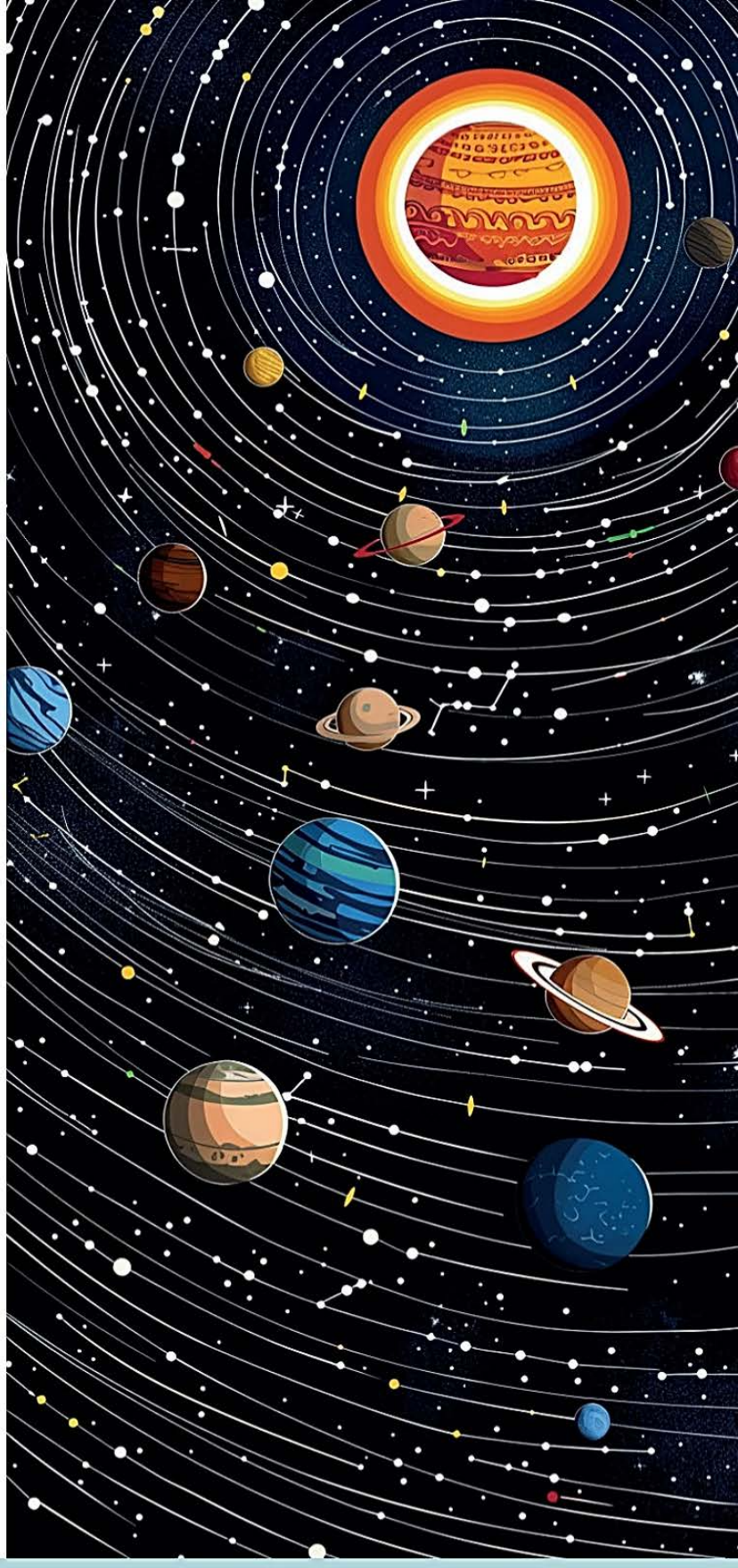
Unfortunately, the idea of heliocentrism was not very popular. Galileo was even sentenced to death for this theory since the Roman Catholic Inquisition refused to accept the belief that God created the universe in this way. He could not convince them. In fact, Galileo said, "You cannot teach a man anything; you can only help him find it within himself."

Today, we have come to understand that Galileo was right. New planets, stars, and celestial objects are discovered all the time. Many of these celestial bodies are stars, which are enormous spheres of hydrogen, helium, and other gases that are held together by gravity in outer space. Stars are often grouped into constellations, which form patterns in the sky that sometimes look like familiar images. Amazingly, cultures around the world have seen the same images in these stars.



heliocentrism	The belief that the Sun is at the center and everything else moves around it.
Inquisition	A religious court that punished people for having different ideas or beliefs.
celestial	Related to things found in the sky, beyond Earth.
constellations	Shapes or pictures formed by groups of stars.
gravity	The invisible force that pulls things toward each other.

For example, one of the most well-known constellations is Orion because if you draw lines that connect the stars to each other, you can see a picture of a man holding a bow and arrow. Another is the Big Dipper, since when these stars are seen together, they look like a large ladle. The "North Star," also called "Polaris," can be found in this constellation.

The constellation called Gemini is a group of stars that resembles two twins. Gemini's two main stars are called Castor and Pollux, which form the heads of the two twins. Gemini is a constellation in the zodiac system of his historical astronomy. Ancient Babylonian astronomers were most likely the first to write about the twelve constellations that form the Zodiac. Astronomers in Ancient Greece and India also identified these constellations. The constellations that make up the Zodiac are also used in astrology.

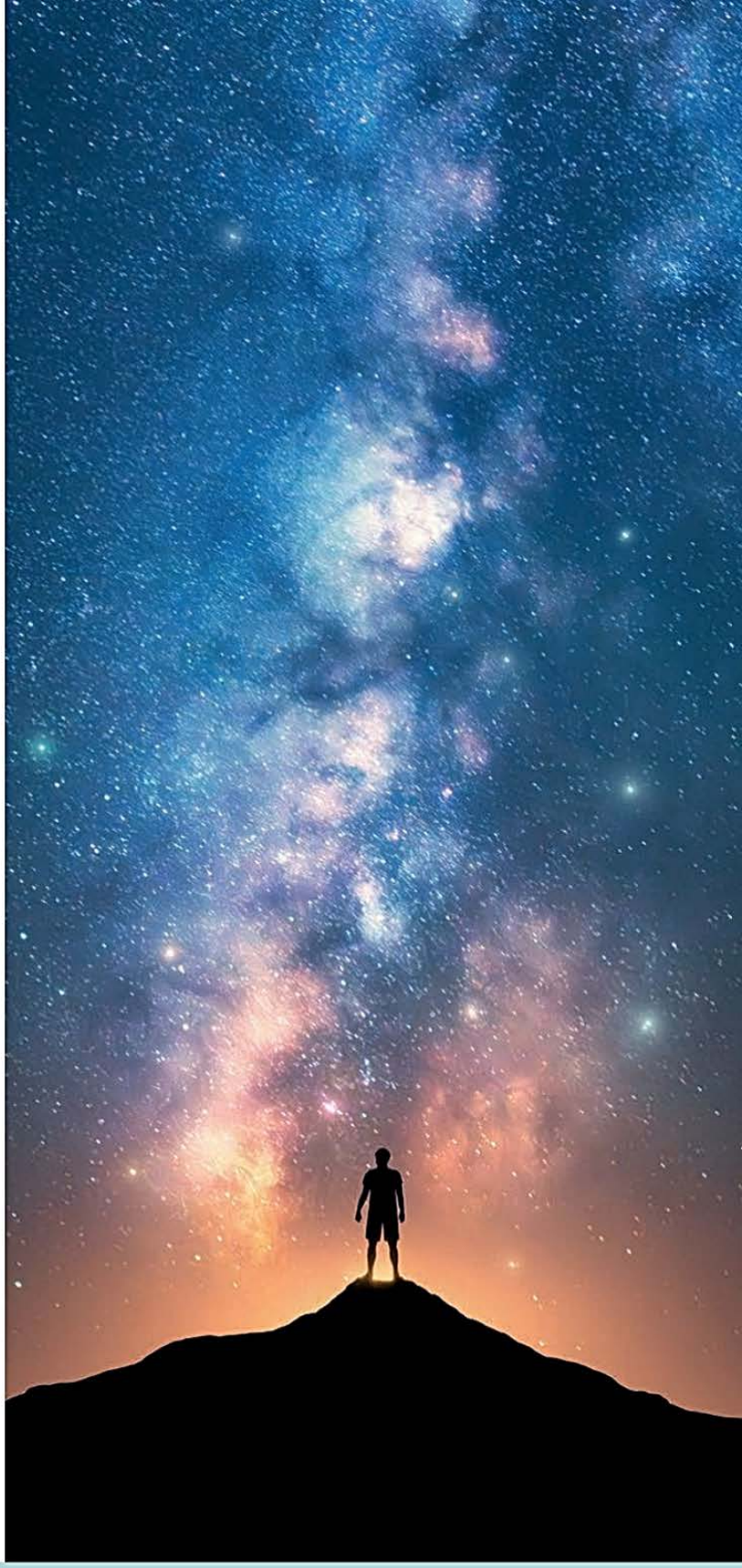
Glossary

ladle	A large, deep spoon used to serve liquids.
resembles	Looks similar to something else in shape or form.
system	An organized way of doing or understanding something.
identified	Recognized or named something based on its features.
belief	An idea that someone accepts as true, even without proof.

People used to accept the idea that the position of the stars influenced events on Earth. In many cultures, predictions were made based on the position of stars and constellations in the sky.

In the seventeenth century, the thinkers of the Enlightenment challenged these views since they were not based on science. Since then, astronomy and astrology were treated as separate disciplines, but astrology remains popular to this day.

We can see these constellations because we live in the Milky Way galaxy. Galaxies are systems of celestial bodies that are bound together by gravity. Our solar system rests within the Milky Way, which is named for the white band it creates in the sky. No one knows how many galaxies there are in the universe.



influenced	Had an effect on or caused a change in something.
predictions	Statements about what might happen in the future.
challenged	Questioned or argued against an idea or belief.
disciplines	Areas of study or fields of knowledge.
galaxy	A large group of stars and other objects held together in space.

1 Create a semantic map of Reading 2.
Answer key questions like who, when, what, how, why, etc.
Use your map to talk about the topic with a partner.

1 Read the text and answer.

1. Explain how knowledge of physics, chemistry, and evolution helps our understanding of the universe.

2. Copernicus was a mathematician. What role does math play in astronomy?

3. What did Galileo mean when he said: "You cannot teach a man anything; you can only help him find it within himself."?

4. Do you think Johannes Kepler and Isaac Newton could have thought of their theories without the work of Aristotle, Ptolemy, or Copernicus? Why or why not?

2 Draw your own constellation in your worksheets. What does it look like? Write its story.

3 Write words from the text for each category.

People	Cosmos	Theories	Chemical elements	Celestial bodies

Conjunctions	Adjectives made from nouns	Noun made from verbs	Adverbs

1 Complete the sentences using the correct form of the verbs in the box.

see	become	identify	use	study (2)	believe

1. Chinese astronomers ..... the sky since 3,000 BC.
2. Many different cultures ..... the same constellations to chart time.
3. Astronomers in China ..... the Big Dipper constellation and used it to tell the seasons.
4. Evidence shows that the Chinese ..... comets and solar flares longer than any other culture.
5. The Chinese ..... experts at predicting lunar eclipses.
6. Many people ..... in Chinese astrology.
7. Chinese astronomers ..... many eclipses over the centuries.

2 Read the text and choose the correct option.

Meteorites are very interesting [1](however, as, than, though) they are objects from space. There are several types of meteorites [2](who, if, that, whose) have fallen to Earth and been studied. Iron meteorites are comprised of over 90% iron and some other metals, [3](so, because, like, if) they are much heavier than rocks from our planet.

These meteorites come from the core of a planet or large asteroid that probably existed between Mars and Jupiter. Stone meteorites are another type of meteorite that came from the surface of a planet or asteroid.

[4](Though, Unless, Before, Since) these are made of stone like normal rocks, it is sometimes difficult to tell them apart from Earth rocks. Stone meteorites from Mars are very expensive, [5](as, although, even if, after) they are very rare.

Vocabulary

Carefully read each group of words.
Decide whether the three words next to each other horizontally or vertically are related to each other. If you think the three words are more related horizontally, write the letter of the words' line and H inside the parenthesis. If you think the three words are more related vertically, write the column of the words and V. Write the relationships between the words on the lines.

Example:

	A	B	C
a	planet	star	**cosmos**
b	sky	ground	**celestial**
c	particle	element	**universe**

(C-V) Related to the Universe

	A	B	C
a	mars	soil	rock
b	earth	ground	planet
c	moon	water	metal

(b-H) Related to Earth

1	A	B	C
a	prediction	forecast	guess
b	future	imagine	expect
c	unknown	common	strange

( ) .....

5	A	B	C
a	extension	history	century
b	duration	calendar	year
c	phase	period	decade

( ) .....

2	A	B	C
a	invention	genius	design
b	theory	truth	proof
c	discovery	increase	progress

( ) .....

6	A	B	C
a	narrow	crowded	full
b	wide	comfortable	global
c	huge	humongous	enormous

( ) .....

3	A	B	C
a	glowing	vivid	pale
b	infrared	x-ray	optical
c	magenta	print	revival

( ) .....

7	A	B	C
a	so	as	indeed
b	for	because	also
c	however	since	like

( ) .....

4	A	B	C
a	form	optic	feature
b	consider	lamp	glass
c	image	lens	mirror

( ) .....

8	A	B	C
a	comet	space	sight
b	asteroid	meteor	meteorite
c	galaxy	Saturn	Jupiter

( ) .....

Investigate and Report

1 The Universe: Constellations in Different Cultures

You will need:

- Internet access or printed research materials. You can use the online references in your digital course.
- A Venn diagram template
- A notebook or worksheet
- Markers or colored pens
- Optional: poster paper or digital tools (like Canva or Google Slides)

1. Work in pairs to research Vedic astrology (India) and Western astrology (Europe/US).
2. Answer at least these questions:
   - What is the origin of each system?
   - What signs or constellations do they use?
   - What is the purpose of astrology in each tradition?
   - How do people use it today?
3. Create a Venn Diagram comparing the two systems. Use simple sentences and visuals.
4. Present your findings to another pair. Explain one interesting difference, one surprising similarity, and what you found most interesting
5. With a different partner, answer the questions:
   - Do people in your country believe in astrology?
   - Do you know your sign in any system?
   - Do you think astrology is part of culture, science, or both? Why?

2 Cosmic Calendar: Relevant moments of the cosmos

1. Use the online references in your digital course and take notes individually. While watching, write down the important events shown in the calendar.
   - When did the Big Bang happen?
   - When were stars and galaxies formed?
   - When did life on Earth appear?
   - When did humans appear?

2. In pairs, research the author and answer.
   - Who popularized the Cosmic Calendar?
   - Where was he born?
   - What was his job?
   - Why is he famous?
   - What was his message to the world?
   - Write a short biography.

.....

.....

.....

.....

3. Create your own cosmic calendar in teams of three.
   a. Use the 12-month calendar model (1 year = history of the universe).
   b. Add dates and images to help visualize the scale.
   c. Be creative! Use drawings, colors, or digital tools.
   d. Mark the most important moments:
      - Big Bang
      - Formation of the Milky Way
      - Formation of the Solar System
      - Origin of life on Earth
      - Appearance of animals, humans, etc.
      - Modern human events (fire, writing, technology)

4. Present your work to another team. Take turns explaining 3 or 4 key events you chose, why they are important, and one fun or surprising fact you learned.

3 Latest News on Astronomy!

1. Read at least three articles on astronomy.
   You can use the online references in your digital course
2. Work in trios and create a news program where you present your findings.
3. Include dates, important names, and a brief description of what the news is about.
4. You can create a video, record your voices, or perform live in front of the class.

Reading

1 **Five sentences have been removed from the letter. Choose the most suitable sentences from the list a-g and write the letters in the boxes. There are two extra sentences that you won't need.**

Dear Editor:

I am writing in response to the article "Astronomy and Astrology" you published on December 19, 1988. Many of the claims made in the article are erroneous, and I will refute these ideas using facts from the real scientific field of astronomy. [1] ☐ From our perspective on Earth, the Sun moves through a band in the sky that we call the ecliptic. Long ago people saw the Sun appearing to move through twelve different constellations and irrationally focused on them. In fact, astrologists even got the number of constellations on the ecliptic wrong! [2] ☐ If we cared so much about the path of the Moon, we would notice that it moves through twenty constellations. As you can see, the number of constellations is quite meaningless from a logical point of view.

The scientific work of astronomers should not be compared to the nonsensical ramblings of people who claim to predict the future by looking at the sky. The premise of your article is simply untrue. Astronomy and astrology are not both sciences. Astrology does use math and observations about the sky, but that does not make it a science. A science creates hypotheses that can be tested. Astronomers work hard to come up with theories and then test them. [3] ☐ According to this line of argument, astrology is more similar to religion or faith. There is nothing wrong with religion, but it should not be portrayed as science especially by your publication.

The recent revelation that President Ronald Regan's wife has allowed some charlatan to influence how our government plans meetings and important government business should be met with a feeling of shock and horror. Too many people seem to think there is no harm in astrology. I beg to differ. [4] ☐ Instead of using their brains and thinking critically about something, they let a quack's lies influence their lives, and their frontal lobes remain asleep. What is worse is that people like Joan Quigley charge money for their nonsense. After years of untoward influence on our President, I heard that woman is going to write a book to sell. If Ms. Quigley could see the future, surely she would be able to make money by betting on a team she knows will win or buying a stock she knows will rise in value. Instead, she chooses to write a book detailing her time with our President and the First Lady. [5] ☐

You must stop publishing horoscopes and giving astrology any credibility in your newspaper. Instead, I recommend articles that develop critical thinking skills in your intelligent readers.

Sincerely,
Stephen Holder

a. Many are proven incorrect after experiments, and some turn out to be true.
b. Our society should be aware of all this, regardless of any theory.
c. First, constellations are nothing but arbitrary shapes that superstitious people imagine in the sky at night.
d. It's shameful.
e. There are really thirteen constellations in the Sun's path.
f. Astrology and horoscopes encourage people to become mentally lazy.
g. We haven't been doing much else lately.

2 **Read the text again and answer the questions.**

1. Why was this letter written?

.....

.....

.....

2. How does the author feel about astrology?

.....

.....

.....

3. How would you describe the tone of the author?

.....

.....

.....

4. How does the author describe the newspaper readers?

.....

.....

.....

5. What are the author's arguments?

.....

.....

.....

Writing

1 **You have been reading and researching about astronomy and astrology.**
Write a composition in your worksheets (120-180 words) with the following title:

Main Differences Between Astrology and Astronomy

- Write a brief introduction.
- Write the body **(argument)** of your composition, including definitions, relevant information, and reasons to clarify your ideas.
- Write a short conclusion where you invite your reader to look for further information or reflect on what he/she just read.
- Use linking words in your text.
- Hand in your composition to your teacher.

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1 **Read and answer individually in your worksheets.. Then, share with a partner and, finally, discuss as a class.**

1. Which of these explorers have you heard of before?
   a. Christopher Columbus
   b. Vasco de Gama
   c. Ferdinand Magellan
   d. Francis Drake

2. Connect their achievements.
   a. Circumnavigated the globe
   b. Sailed to India
   c. Attacked Spanish fleets and explored the Pacific
   d. Reached the Americas

3. Why would a country want to control the sea?
4. What do people gain from exploring the world?
5. What countries were empires in history?
6. What do empires do?
7. What words do you associate with empire?

2 **Individually, predict why countries traded spices, gold, silk, and tea in the 1500s and why. Discuss in pairs.**

1. Where do you think the items come from? .....
2. Why would people travel far to get them? .....

3 **Imagine you are a sailor in the 1500s. You've just come back from a dangerous journey. Write a short letter to a friend or family member. Make sure you answer these questions: Where did you go? What did you see? What was difficult or exciting?**

Letter

to Her Majesty Queen Elizabeth I of England from Sir Francis Drake, 1587

Your Royal Highness,

I should like to be the first to inform you of our most recent victory. As you know, King Phillip II of Spain is offering 20,000 ducats in exchange for my head. One doesn't have to ask why. I recently ordered the destruction of 37 of his ships in the harbor of Cadiz. These ships were assembling to wage war against us. We mustn't allow the Spaniards, or the Portuguese for that matter, to control the seas. Indeed, I am sorry to say that they are winning the race for maritime exploration

For it was the Portuguese who first landed on the southern coast of China and established a trading post there, opening up all of Asia to the exchange of goods. They also rounded the Cape of Good Hope to reach Calicut, India, and made contact with local merchants. At the same time, Spanish explorers followed Christopher Columbus' famous route and traversed the Atlantic Ocean to conquer the Americas.

Vocabulary List

Paragraph 1		Paragraph 2	
highness	excellency; grace; majesty	**trading**	commerce; exchange
ducat	gold coins that were used in Europe in the 13th century	**post**	place; position; station
harbor	a place for storing boats in the water; dock	**goods**	merchandise; cargo; stock
assemble	put together; construct	**rounded**	circulated; bypassed
wage	conduct; pursue	**reach**	arrive at; enter
for that matter	in addition; besides	**traversed**	crossed; passed through

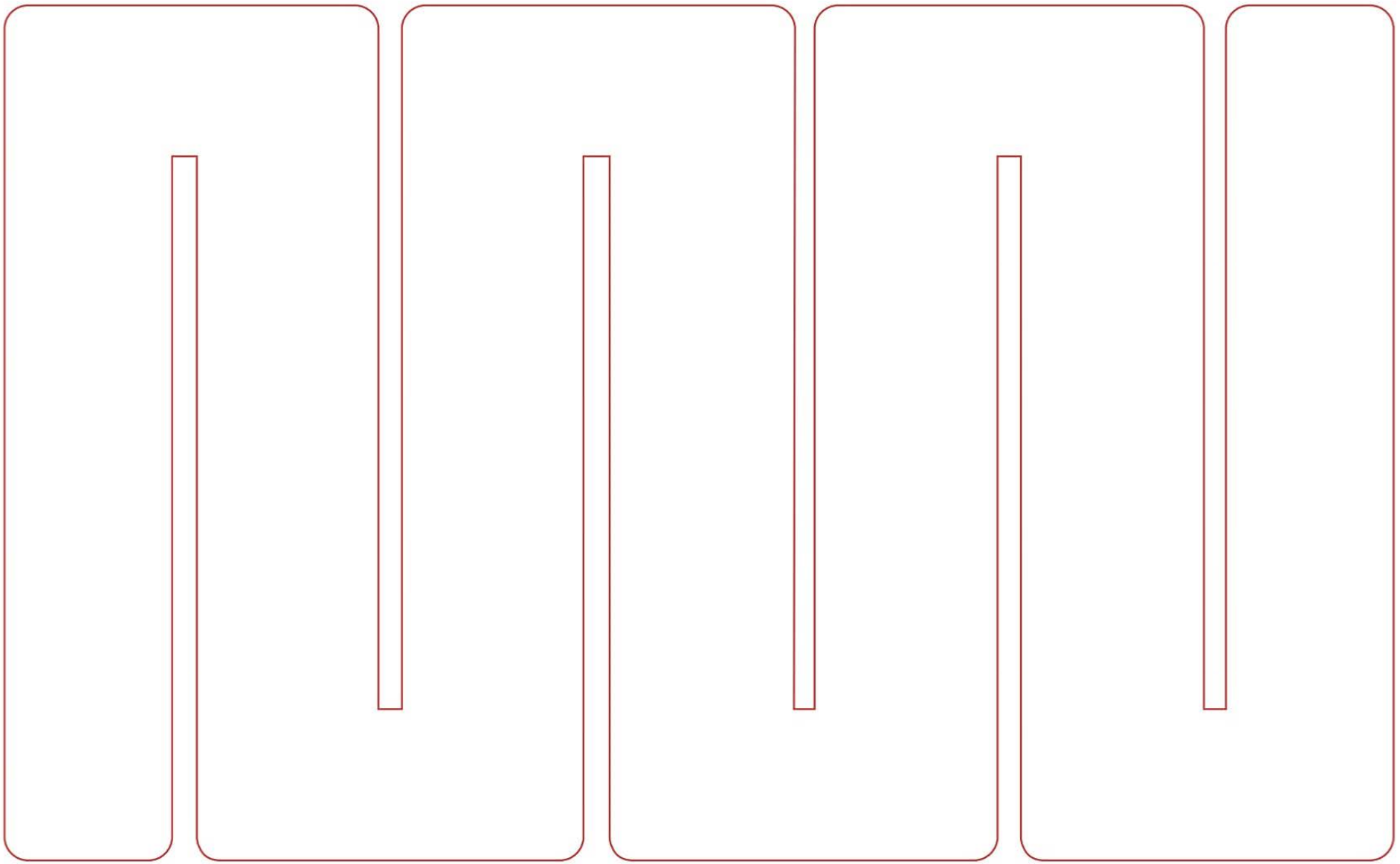
This shouldn't be the case. As I write, the Spanish are trading more than ever. Their exports are growing. Spain must be the richest nation in Europe! What is left for our beloved England? Your Majesty, I am not writing to you because I want to go to war. I am writing because I believe that we mustn't give up hope. I, too, have circumnavigated the globe, and I still believe that the British Empire is the greatest in the world.

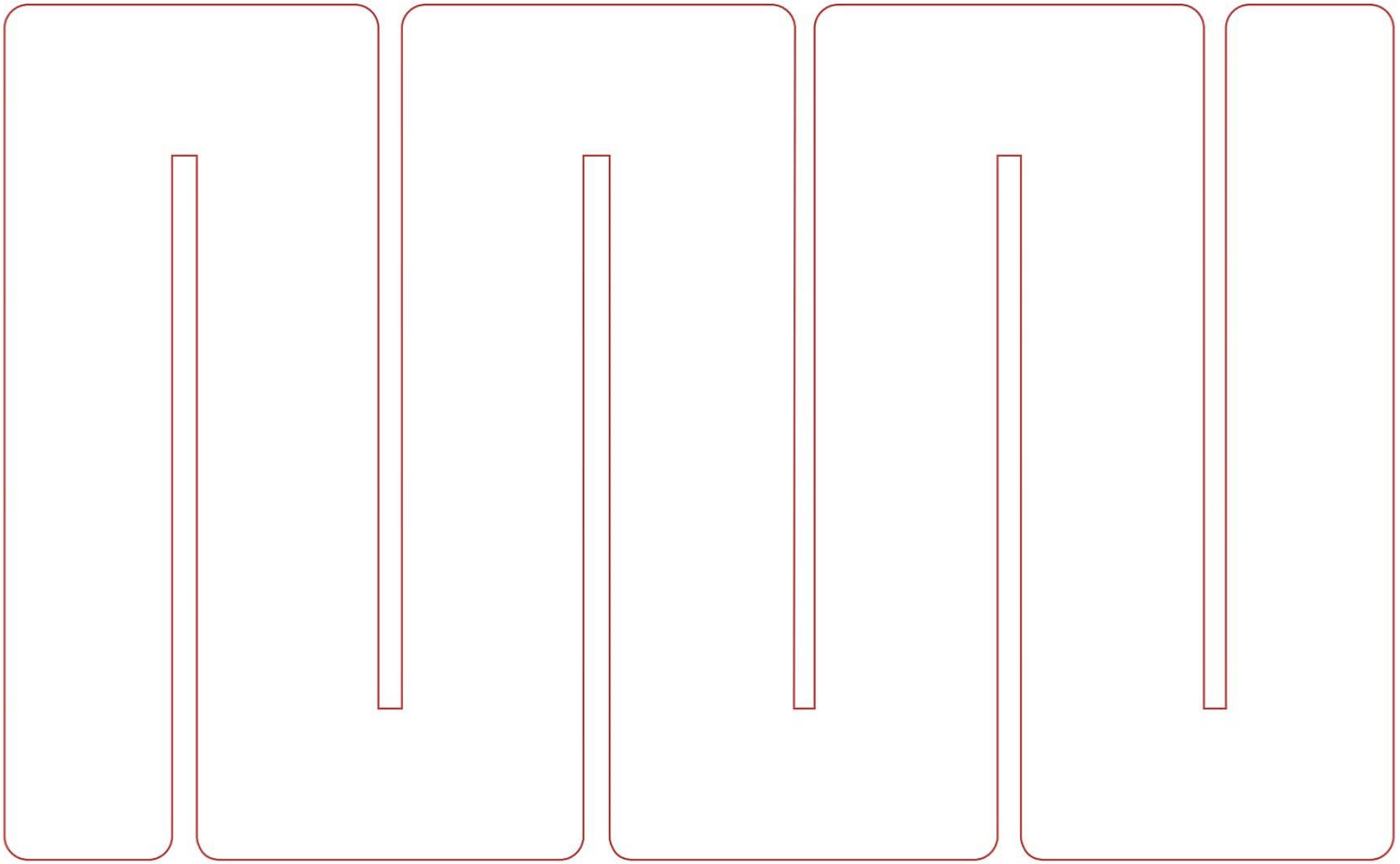
And so, my queen, we must ask ourselves, what are we doing to gain the advantage? I propose we strengthen our campaign against the Spanish Armada. Only then will your kingdom thrive as it should.

Your Humble Servant,

Sir Francis Drake, Vice Admiral of the Royal Navy

Paragraph 3		Paragraph 4	
case	circumstance; situation	**gain**	acquire; achieve; obtain
export	sell abroad	**advantage**	convenience; return; benefit
beloved	adored; cherished	**strengthen**	make more powerful; enhance; intensify
give up	abandon; back down	**campaign**	movement; attempt to win
hope	belief; faith; expectation	**thrive**	to prosper; to grow or develop
circumnavigate	go around; circle	**humble**	modest; respectful; courteous





1 **Read the text and answer the questions.**

1. Why is Sir Francis Drake writing to the Queen?

   .....

2. What does Sir Francis Drake think of Spain?

   .....

3. Why do Spain and Portugal represent a threat to the British Empire?

   .....

4. What does Sir Francis Drake mean when he says that the Spanish and Portuguese "are winning"?

   .....

5. Do you think England should go to war with Spain? Why or why not?

   .....

   .....

6. Sir Francis Drake claims that he does not want to go to war. Does his last paragraph support this? Why or why not?

   .....

   .....

2 **Do some research about Sir Francis Drake and write a short biography.**

.....

.....

.....

3 **Write a formal letter from the Queen to Sir Francis Drake and respond to his concerns.**

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1 Read the two meanings and find one word that describes them both.

1. substance / issue

2. container / conditions

3. quality of being high / majesty

4. arrive at / stretch to

5. symbol of an alphabet / written communication

6. cross over / contradict

2 Find two letters that finish the first word and start the second word.

1.	BECAU		RVANT
2.	MARITI		RCHANT
3.	MA		STRUCTION
4.	GLO		LOVED
5.	SPA		DIA
6.	WE		CENT

3 Choose the word that best completes each sentence.

1. Sir Francis Drake ..... the globe in the 16th century.
   a. circumnavigated b. traveled c. journey

2. Spain became rich because their ..... were growing.
   a. sells b. marketing c. exports

3. Sir Francis Drake wanted to ..... the advantage.
   a. achieve b. gain c. reach

4. He proposed to strengthen their ..... against the Spanish Armada.
   a. campaign b. army c. forces

5. He believed this was the only way to make their kingdom ..... .
   a. succeed b. improve c. thrive

4 **Complete and add affixes to the words.**
Write noun, adjective, verb, or adverb next to each.

1	H	I	G	H						adjective
	H	I	G	H	L	Y				adverb
	H	I	G	H	N					noun
2	S	T	R	O	N	G				
	S	T	R							
	S	T								
3	A	D	V	A	N	T	A	G	E	
	A	D	V	A	N	T	A			
	A	D	V	A	N					
4	T	H	R	I	V	E				
	T	H	R	I	V					
	T	H	R	I						
5	H	U	M	B	L	E				
	H	U	M	B	L					
	H	U	M	B						

5 **Individually, write creative sentences using each pair of words in Activity 2. Compare and contrast with a partner and get feedback from your teacher.**

Modals Review

1 Find sentences in the text with modal verbs and write them in the box.

2 Write the modal verbs in the sentences under the correct heading and add the ones you know.

Obligation	Suggestion / advice	Possibility	Ability	Permission

3 Write examples for each. Use affirmative, negative, and interrogative forms.

Affirmative	
Negative	
Interrogative	

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Present Continuous

1 **Read the text again and find examples of each use of the present continuous.**
Add examples if necessary.

1. An action that is happening at the moment of speaking.

2. A near-future event or definite future plans.

3. A situation that is slowly changing.

4. A temporary situation.

2 **Write an example for this use of the present continuous.**

Annoying habits or things that happen too often, and we don't like.

3 **Find verbs for each category and write them in the boxes. Add two more verbs for each category.**

1. Verbs ending with *e*	
2. Verbs ending with one vowel and one consonant	

4 **Write what we have to do when we add -ing to the verbs you wrote in the previous Activity.**

1. Verbs ending with *e*	
2. Verbs ending with one vowel and one consonant	

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1 **Read the text and the missing phrases. Write the correct letter to complete the paragraph.**

A We should pay attention
B we must have
C they should continue
D we mustn't neglect
E don't have to compromise
F we must utilize

Sustainable development refers to development that meets our present needs without compromising the ability of future generations to meet their needs. What needs are we referring to? Needs refers to things that [1] ☐ to survive, such as air and clean water. [2] ☐ to the needs of poor people in the world. To ensure that future generations [3] ☐ their health or safety, [4] ☐ our natural resources in a responsible way. The ships in the maritime transportation industry use heavy oil fuels, which release sulfur dioxide into the atmosphere. Sulfur dioxide causes acid rain and respiratory diseases, especially in port cities. Heavy oil fuel use also releases particulate matter **(PM)** into the air, which causes respiratory disease and premature death. However, just because the ships are using heavy fuel oil right now doesn't mean that [5] ☐ to do so in the future. Having clean air to breathe is certainly a need that [6] ☐ to protect for future generations. There can be sustainable maritime transportation.

2 **Write the missing modal verbs.**
Be careful, some are in negative.

1. We think people ..... think of ways to make international shipping more efficient and less harmful to the environment.
2. One ..... be a shipping expert to appreciate how important shipping is to the global economy.
3. Ships traveling in certain waters ..... have procedures to combat piracy.
4. We ..... try to reuse old shipping containers in creative ways, like building homes out of them.
5. Ships ..... use heavy oil fuel because it pollutes the air.
6. If heavy fuel oil is used, the pollution ..... be filtered out of the exhaust.
7. We ..... develop sustainable maritime transportation practices to protect the environment for future generations.

Where oh Where?

1. Play this game in teams of four. You will need small pieces of paper, a pen or a pencil.
2. Individually, think of a place and write at least four sentences using modal verbs. **Examples:**
   - a busy restaurant
   - a crowded swimming pool
   - a library
   - a road accident
   - a subway station
   - a cargo ship
   - a parking lot
3. Describe what you need, what you have to take, what you should or shouldn't do, what you must or must not do, etc. Make your sentences difficult to guess.

4. Read your sentences to the rest of the team.
5. The player who knows the answer must say, "Where, oh where!" to guess.
6. If the player forgets to say, "Where oh where!" before guessing, he will lose his or her turn, and other players will have a chance to guess.
7. Keep a record of how many places each player guesses correctly.
8. When you finish the first round, think of another place and play again.

Player's name	No. of guesses

4 **Complete the text with present continuous and the correct verbs from the box. There are two verbs you won't need.**

examine	reach	wear	repurpose	allow	sit
become	transport	fulfill	spread	sell	move

Container Architecture

Advances in technology have made instant communication increasingly easier. Social media [1] ..... the free exchange of ideas and culture across the globe. Information is coded into zeros and ones and travels across the world. Countries [2] ..... more and more interdependent on other countries due to the international trade of goods and services. Many people know a lot about how information is moved throughout the world yet are relatively unaware of how things are moved. You [3] ..... most likely clothes right now that were produced in another country. Do you know how clothes are transported from the manufacturers to stores?

Ships carry over 90% of world trade, and the efficiency of the shipping industry is what allows you to buy products from other countries relatively cheaply. Goods are placed in shipping containers that are between 8 and 56 feet long. These sturdy metal containers are used because they are easy to stack on ships and can be easily transported onto trains and planes. Millions of these containers [4] ..... around the world today. They [5] ..... clothing, food, cars, and almost anything else.

Now people [6] ..... containers as the primary material in creating houses and offices. Architects [7] ..... the sustainability of the materials they use to build homes. Containers are a convenient size and can be stacked easily to make multiple rooms and levels. Many old containers [8] ..... on shipping docks because it is cheaper to buy new containers in Asia than ship an empty container back to where it came from. The owners of these containers [9] ..... them for as little as $900, which also makes them an affordable building material. This new eco-friendly building technique [10] ..... across the world.

1 Listen and choose the statements with the correct answer.

1. Ships with sails billowing in the wind
   a. are today's picture of trans-oceanic commerce.
   b. are a sort of travel in the present.
   c. are a sort of travel that is more a relic of the past.

2. Commerce between America, Europe, and the rest of the world
   a. is done through trans-oceanic boats.
   b. is done through ships with two or three tall masts.
   c. takes a long time to ships all over the world.

3. Among the characteristics of modern ships are
   a. speed, size, and structure.
   b. that they are big and resistant.
   c. fast arrival to many places.

4. They load and unload their cargo by using
   a. hardworking people.
   b. cranes.
   c. handy size ships.

5. They go through many styles and names. Write at least three.

   .....

6. They carry different types of goods. Name at least two.

   .....

2 Fill in the gaps with the correct word or phrase.

1. Deadweight tons is a ..... of how much weight a ship is carrying.
2. Rather than relying on wind to propel sails, today's ships are powered by ..... .
3. A few navies are turning to ..... propulsion to power their ships.
4. Giant tankers require ..... big enough to let them pass through, so ..... serve a vital function in modern maritime commerce. Two of them are: ..... and ..... .
5. The ..... and ..... have some of the world's strongest business ports.

3 Listen and match the columns.

1. ☐ 16 billion dollars a year
2. ☐ 2.6 million containers
3. ☐ 23 shipping services
4. ☐ 90%
5. ☐ 15.3 million containers

a. World's goods transported by ship
b. Shipment from North America to H Asia
c. Cost of piracy each year
d. Shipment from North Europe to North America
e. Shipping services from North Europe to North America each wee

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Annoying Habits

1. Read and discuss the annoying habits in the table.
2. Find one person in your class for each annoying habit and write his or her name next to it.
3. Use present continuous and a frequency adverb to ask questions.
4. **Example:**

   Are you always chewing gum?

Annoying habit	Classmate's name
Say *like* a lot	
Sniff constantly	
Chew gum all the time	
Whine for any reason	
Make drumming sounds with a pen, pencil, or hands	
Tell jokes	
Crack knuckles	
Bite nails	
Turn every moment into selfies or photos	
Clear throat constantly	
Laugh nervously or shrilly	

3 **When you finish asking, write a short paragraph describing your classmates. For every annoying habit, find a positive aspect. Example:**

Tina is always laughing shrilly, but I think she's funny.
John is always biting his nails, but he's really good at football.

Modern Ships and Maritime Commerce between America and Europe

When people think of international maritime trading, they often picture old wooden ships with two or three tall masts, sails billowing in the wind, off at sea for months at a time. In our imagination, this sort of travel is a relic of the past. However, trans-oceanic commerce between America, Europe, and the rest of the world is more connected than ever before.

With the help of technologies that grew out of the Industrial Revolution, modern ships are growing bigger, stronger, and faster each day. Today, these merchant vessels go by many styles and names: cargo ship, freighter ship, tankers, and reefers. They carry different types of goods, from chemicals and petroleum to food, furniture, and textiles. Usually, they also have a crane on board in order to load and unload their cargo safely.

Glossary

maritime	related to the sea, especially in connection with travel or trade.
relic	something that remains from the past and has historical interest.
commerce	the activity of buying and selling goods, especially on a large scale.
vessels	large boats or ships used for transporting people or goods.
cargo	the goods or items carried by a ship, plane, or vehicle.

asc

Some of the smaller vessels, which are called handysize ships, only carry dry goods and can hold 40,000 deadweight (DWT) tons. Deadweight tons is a measurement of how much weight a ship is carrying. Crude oil tankers can carry over 500,000 DWT.

Rather than relying on wind to propel sails, today's ships are powered by bunker fuel. This kind of crude oil is very dense. Unfortunately, scientists believe that the emissions from these fossil fuels are polluting Earth's atmosphere, so we shouldn't continue using them.

A few navies are turning to nuclear, marine propulsion to power their ships. This method uses on-board nuclear reactions to create heat, which then produces steam to turn turbines. Although nuclear propulsion is cleaner than burning fossil fuels, it is also more dangerous. Because it is very expensive as well, simple merchant vessels are not changing to nuclear power just yet.

deadweight	the total weight a ship can safely carry, including cargo, fuel, and supplies.
propel	to push or move something forward.
emissions	gases or particles released into the air, often from engines or factories.
dense	thick and heavy in relation to its size.
turbines	machines that spin and produce power when moved by steam, water, or air.

The New York Times reported in 2006 that ninety percent of the world's goods are transported by ship. Many of these goods are exported from the United States and Europe. However, even though the U.S. and Western Europe have some of the world's strongest economies and busiest ports, domestic operators no longer manage most of those port terminals. Foreign operators are acquiring the majority of these ports, which means that businessmen and women in the Middle East and Asia (particularly China) are making a profit from western ports.

Still, European and North American ports continue to be profitable for their own citizens. The North Europe-to-North America trade route accounted for 2.6 million containers shipped in 2013. As high as this number is, the North America-to-Asia trade route saw 15.3 million containers in the same year. Twenty-three shipping services navigate the North Europe-to-North America trade route each week.

Glossary

transported	moved from one place to another, usually over a distance.
exported	sent goods out of a country to be sold in another.
terminals	areas at a port where ships load and unload cargo.
acquiring	gaining ownership or control of something.
navigate	to plan and direct the route or course of a ship or other form of transportation.

Unfortunately, not every ship that leaves port arrives at its destination. Piracy is still quite common in open waters, though it has changed since the era of Jolly Roger flags and peg legs. It is estimated that $16 billion a year is lost worldwide because of piracy.

Most recently, the world is paying attention to the area around the Horn of Africa, which is controlled by Somali pirates. Unlike pirates of old, modern pirates have new technologies like satellite phones and sonar systems to help execute their attacks. International laws must develop to punish these criminals and create safer, faster shipping routes.

destination	the final place a ship or person is going to.
piracy	the act of attacking and robbing ships at sea.
estimated	guessed or calculated roughly based on available information.
execute	to carry out or perform a plan or action.
criminals	people who break the law.

1 Create a semantic map of Reading 2.
Answer key questions like who, when, what, how, why, etc.
Use your map to talk about the topic with a partner.

1 **Look at the chart carefully and answer the questions in your worksheets.**

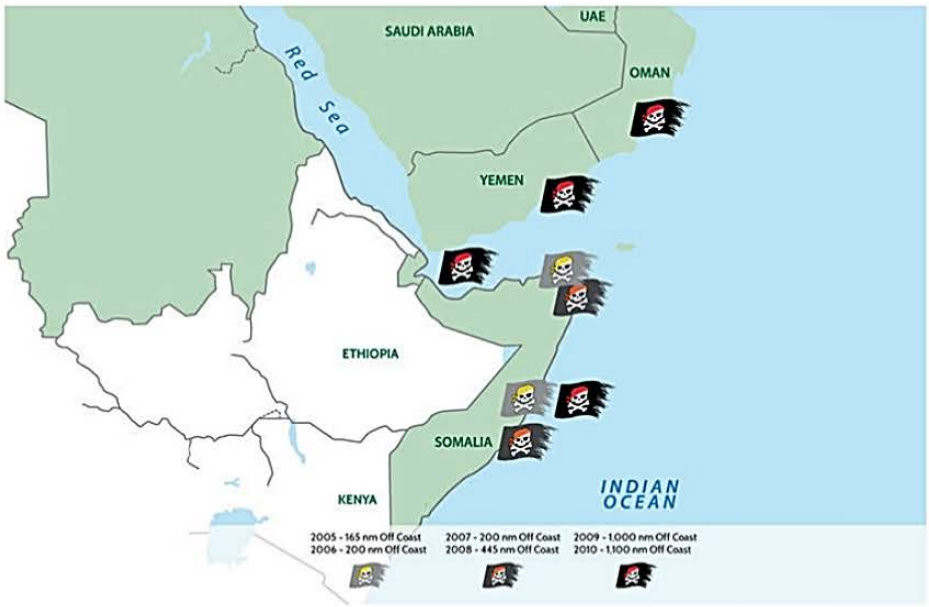
1. Based on the chart, which type of cargo ship can carry between 100,000-200,000 DWT?
2. What will happen if cargo ships continue to use bunker fuel to power their engines?
3. What would happen to merchants and to the world economy if the Suez and Panama Canals were closed?
4. According to the text, which trade route is the busiest?

2 **Use the table from the World Shipping Council to create a double bar graph in your worksheets, include westbound and eastbound traffic.**

1. Which is the busiest route? .....
2. Which is the least busy route? .....
3. How many routes have more than 3 million trade routes? .....
4. Which route is the busiest between the North and the Southbound? .....

Top Trade Routes (TEU shipped) 2013					
Route	West Bound	East Bound	North Bound	South Bound	Total
Asia-North America	7,739,000	15,386,000			23,125,000
Asia-North Europe	9,187,000	4,519,000			13,706,000
Asia-Mediterranean	4,678,000	2,061,000			6,739,000
Asia-Middle East	3,700,000	1,314,000			5,014,000
North Europe-North America	2,636,000	2,074,000			4,710,000
Australia-Far East *			1,072,016	1,851,263	2,923,279
Asia-East Coast South America			621,000	1,510,000	2,131,000
North Europe/Mediterranean-East Coast South America			795,000	885,000	1,680,000
North America-East Coast South America			656,000	650,000	1,306,000

3 **In your worksheets, write a short paragraph describing the following graph about pirate operations. Include countries and dates.**



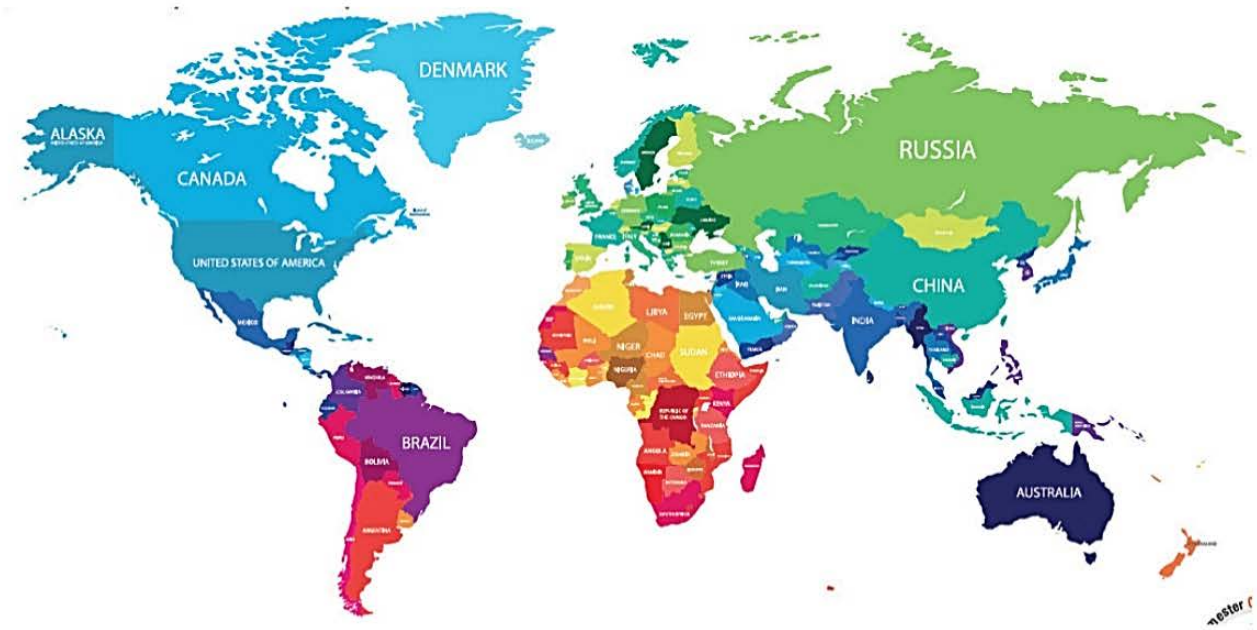
1 **Read and complete the dialogue. Read it with a partner.**

Victoria: [1] ..... you do that right now?
Kelly: What do you mean?
Victoria: Must you [2] ..... your nails while you [3] ..... sitting next to me?
Kelly: Ha! I didn't notice I was doing it. I guess it bothers you.
Victoria: Yes, it drives me [4] ..... . You mustn't [5] ..... it! The sound of it makes my skin crawl.
Kelly: I'm sorry. I'm just nervous, and I suppose that's why I do it.
Victoria: Why are you nervous?
Kelly: I'm [6] ..... a book about the captain of a ship who gets captured by Somali pirates. The title is A
Captain's Duty: Somali Pirates, Navy SEALs, and Dangerous Days at Sea.
Victoria: Oh my! It [7] ..... be enthralling if you are so nervous from reading it.
Kelly: It is filled with suspense. I think you [8] ..... read it if you like that kind of book.
Victoria: I don't know. It sounds frightening.
Kelly: It is, but it's quite interesting as well. You [9] ..... have to worry, though. The captain survived being a hostage for days and saved his crew.
Victoria: That sounds like fiction.
Kelly: No, it's non-fiction. International cargo ships are still victims of piracy. Some areas like Nigeria, Indonesia, and Somalia have pirates that have taken ships and held them for ransom.
Victoria: Wow! I didn't know that.
Kelly: Well, then you really [10] ..... read the book. I'll give it to you after I'm done, so you don't [11] ..... to buy it.
Victoria: OK, that sounds good. I have to go now. I [12] ..... be late for my next class.

2 **Complete the sentences using the correct form of the verb.**

1. Pirates **(attack)** ..... ships in some areas of the world.
2. Many ships **(pollute)** ..... the world's air with particulate matter and sulfur dioxide.
3. Millions of containers **(transport)** ..... goods all around the world.
4. The international shipping industry **(provide)** ..... a vital service to the world.
5. The state of the global economy **(depend)** ..... on relatively cheap shipping.
6. Most ships **(use)** ..... heavy oil fuel instead of cleaner fuels.

1 **Observe the map and answer the questions.**



1. Which country is located to the south of Botswana? .....
2. Which country is located to the north of Sudan? .....
3. Which country is the only country in South America with coasts on both the Caribbean Sea and the Pacific Ocean? .....
4. Which country is located to the east of Germany? .....
5. Which country is located to the west of Sweden? .....
6. Which country is between China and Russia? .....
7. Which country is located to the northeast of Spain? .....
8. Which country is located to the southwest of Colombia? .....
9. Which country is located to the northwest of India? .....
10. Which country is located to the southeast of Bulgaria? .....

2 **Write three more questions and give them to a partner to answer.**

.....

.....

.....

Investigate and Report

1 From Ancient to Modern Ships

1. In pairs, discuss these questions:
   - How have ships changed from ancient times to today?
   - What materials were used in ancient ships?
   - What are modern ships made of?

2. Use resources in your digital course to research:
   - Materials used in different historical periods (e.g., wood, sails, ropes)
   - Ship types and functions (e.g., Egyptian reed boats, Viking longships, Roman triremes, caravels)
   - When these ships were used

3. Create a timeline of ship evolution.
   - Mark key dates (e.g., 3000 BCE, 1000 CE, 1500 CE, etc.)
   - Add names, materials, functions, and images of the ships
   - Use poster paper or a digital tool

4. Use resources in your digital course to explore Modern Ship Technologies:
   - How do modern ships sail without masts or sails?
   - What materials are used in modern ships (e.g., steel, fiberglass)?
   - What powers them (e.g., engines, diesel, nuclear)?
   - What navigation tools are used today (e.g., GPS, radar)?

5. Choose a Ship & Create a Presentation
   - Choose one ship (ancient or modern) and prepare a brief presentation.
   - Include inthe presentation:

   a. What the ship was used for
   b. When and where it was made
   c. What materials and technology it used
   d. Why it was important in history

6. Present your ship to the class. The rest of the class must take notes:
   a. Most interesting ship
   b. Biggest difference between ancient and modern ships
   c. Coolest fact they learned

7. In pairs, discuss the following questions.
   a. Which ship impressed you the most and why?
   b. What surprised you about ancient vs. modern ships?
   c. Would you like to travel by an ancient ship or a modern one? Why?

2 Goods Transported by Ships

1. In groups of three, choose a country from the list.

England	**Spain**	**India**	**Mexico**	**Japan**	**France**
China	**Australia**	**South Africa**	**USA**	**Italy**	**Brazil**

2. Make a KWL chart (What we Know, Want to know, and Learned) about the country's exports.
3. Write a few guesses:
   What products does this country export?
   Where do the ships go?
4. Share with another group.
5. Find out:
   a. What goods does your country export by sea
   b. Who the main trading partners are (e.g., countries that receive the goods)
   c. What types of ships are used (cargo, containers, tankers)
6. Draw or design a shipping route map showing the home country, arrows to show the shipping routes, labels with names of the goods and destination countries, etc.
7. Prepare and practice your presentation explaining:
   a. What your country exports
   b. Where the goods go
   c. Why shipping is important for the economy
   d. Each team member should speak and explain one part.
8. Present to the class. The rest of the class must take notes about the most surprising export, the longest shipping route, and the coolest goods transported.
9. Complete your KWL chart.
10. In pairs, discuss the questions and share ideas with the whole class:
    a. What did you learn about global trade?
    b. Why do countries need ships to export goods?
    c. What surprised you about the country you studied?

3 Going on a Cruise Ship

1. Work in pairs.
2. Do some research about the most popular family cruise lines and the most luxurious ones. You can use the online references in your digital course.
3. Make a comparative chart where you show their differences and similarities.
4. Share with another pair.

1 **You will hear the first part of a debate about whether the Panama Canal should have been expanded. For questions 1-8, complete the sentences. Write no more than three words.**

Ricardo explains that the Panama Canal hasn't [1] ..... many Panamanians. Therefore, he believes that the Canal [2] ..... ecosystems in their country.
Santiago doesn't agree with [3] ..... because he believes that the Panama Canal has brought [4] ..... and has improved living conditions.
Sarah is concerned about [5] ..... impact.
She considers the creation of Gatun Lake [6] ..... .
Sarah is worried that bigger ships [7] ..... through the Canal, and that perhaps they've [8] ..... too much money on this expansion.

2 **Listen to the second part of the debate and choose the correct answer.**

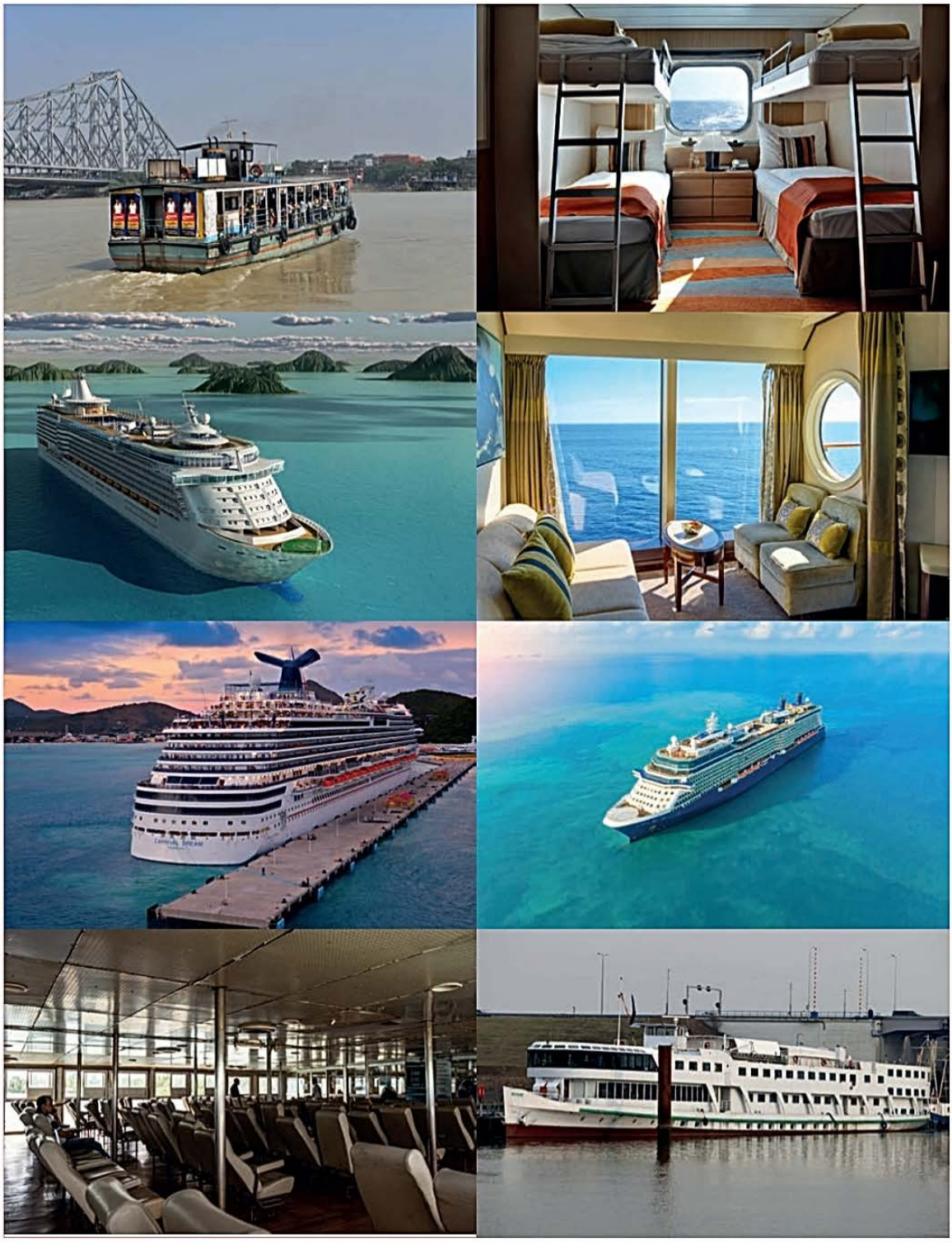
1. Why does Ricardo ask Sarah about the natural filter?
   a. to challenge her
   b. to agree with her
   c. to understand what she is saying

2. What does Sarah reply?
   a. She explains how freshwater eliminates all saltwater organisms.
   b. She explains how freshwater reduces the risk of foreign organisms invading the local ecosystem.
   c. She explains how saltwater creates a bridge between the Pacific and the Atlantic Oceans.

3. What is Santiago's position?
   a. He believes that the Panama Canal must be used instead of the Arctic Passage.
   b. He believes that the Panama Canal isn't protected and shouldn't be used.
   c. He believes that the Panama Canal would be a better choice considering environmental aspects.

4. Sarah wants to be clear about…
   a. The importance of using the Panama Canal to make sure the country's investment is safe.
   b. The importance of environmental aspects that were not considered before expanding the Canal.
   c. The importance of using different routes, including the Panama Canal and the Arctic Passage.

1 Imagine that you are planning a cruise with your friend around your country. You want to see as much as possible but don't want to spend too much money. Look at the types of ships shown in the photographs and discuss where you would like to go and which ship would be the best for you.



UN
UN
UN

PLEASE NO MORE WAR
LOVE

1 Create a graphic organizer with what everyone knows about the UN.

1. Write "United Nations" in the center of a large piece of paper.
   a. Write what you know about the UN
   b. Describe what they do.
   c. Write what you know about peacekeeping and human rights.

2 Discuss and decide what is a Human Right. Answer with a partner:

1. What do you think everyone in the world deserves?
2. Brainstorm a list of 5 basic rights you believe everyone should have (e.g., food, safety, education, freedom).
3. Compare and contrast with another pair.
4. Brainstorm as a whole class with the teacher.

3 Write true or false individually, then compare and contrast with a partner. Then, check your answers in Let's Play.

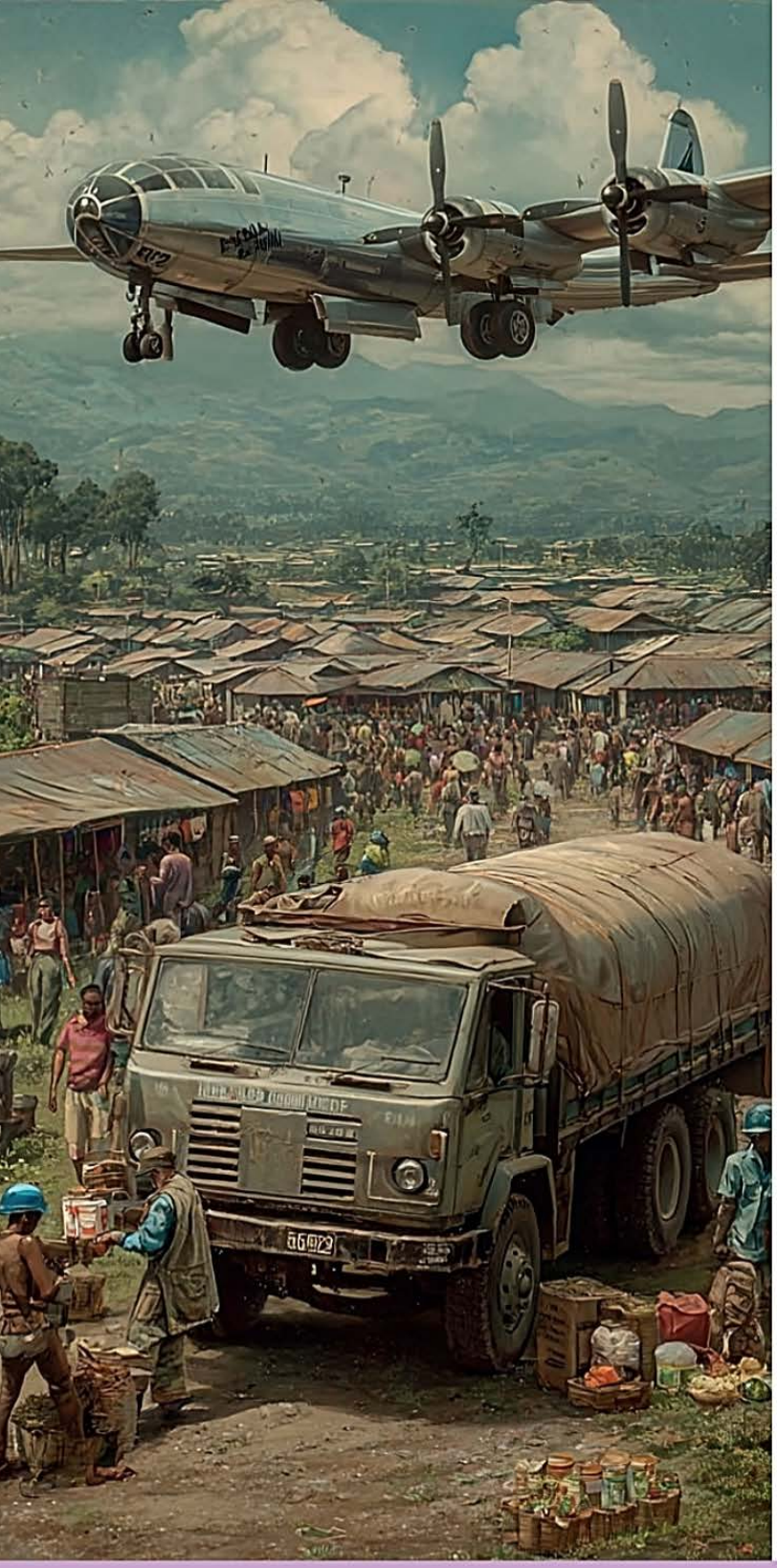
1. The UN was created after World War I. ..... .
2. The UN has 193 member countries. ..... .
3. Eleanor Roosevelt helped write a declaration about human rights. ..... .
4. The UN headquarters is in London. ..... .
5. The Universal Declaration of Human Rights was written after World War II. ..... .
6. The UN is involved in helping with climate change and natural disasters. ..... .
7. The UN only works in Europe and the United States. ..... .

4 Think-Pair-Share: "What Would You Do After a War?"

1. Individually, imagine the world just finished a horrible war. What would you do to help countries rebuild trust? Write a few ideas.

.....
.....
.....
.....
.....
.....
.....
.....
.....

2. Share your ideas with a partner. Discuss with the whole class.



The Role of the United Nations in Human Rights

By the time the Second World War ended, every continent on the globe had witnessed unimaginable horrors. Our planet has endured chemical warfare, aerial raids, mass genocide, and even the detonation of two nuclear bombs. On October 24, 1945, leaders from the most powerful nations created the United Nations to ensure that those tragedies would never happen again.

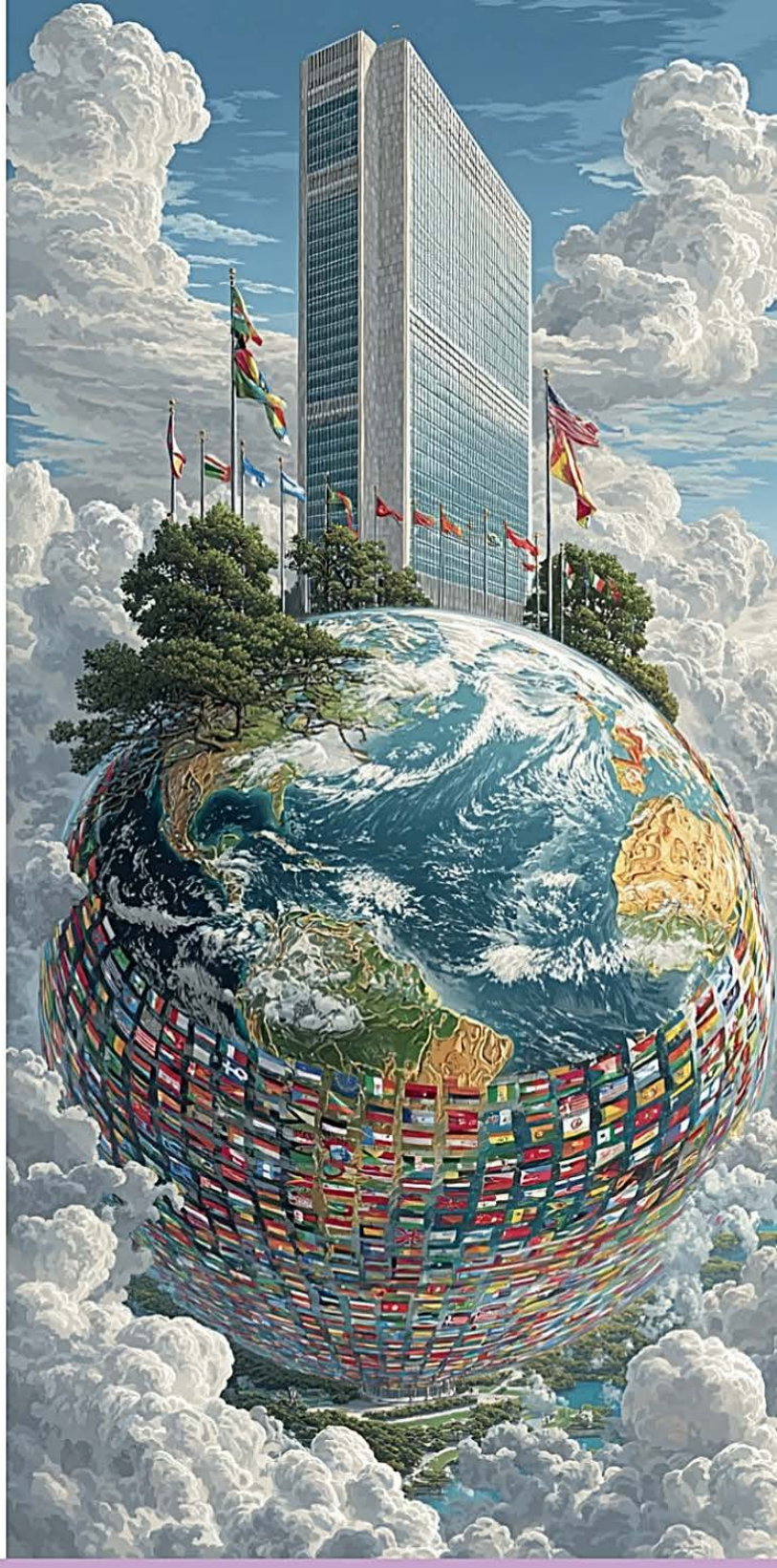
The UN meets every year. Their headquarters is in New York City, though there are also offices in Geneva, Nairobi, and Vienna. When the General Assembly is meeting, 193 countries attend. The charter of the UN declares that member nations fulfill their duty when they are "promoting and encouraging respect for human rights and for fundamental freedoms." According to chapter nine of the charter, the UN also promotes "universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion."

Vocabulary List

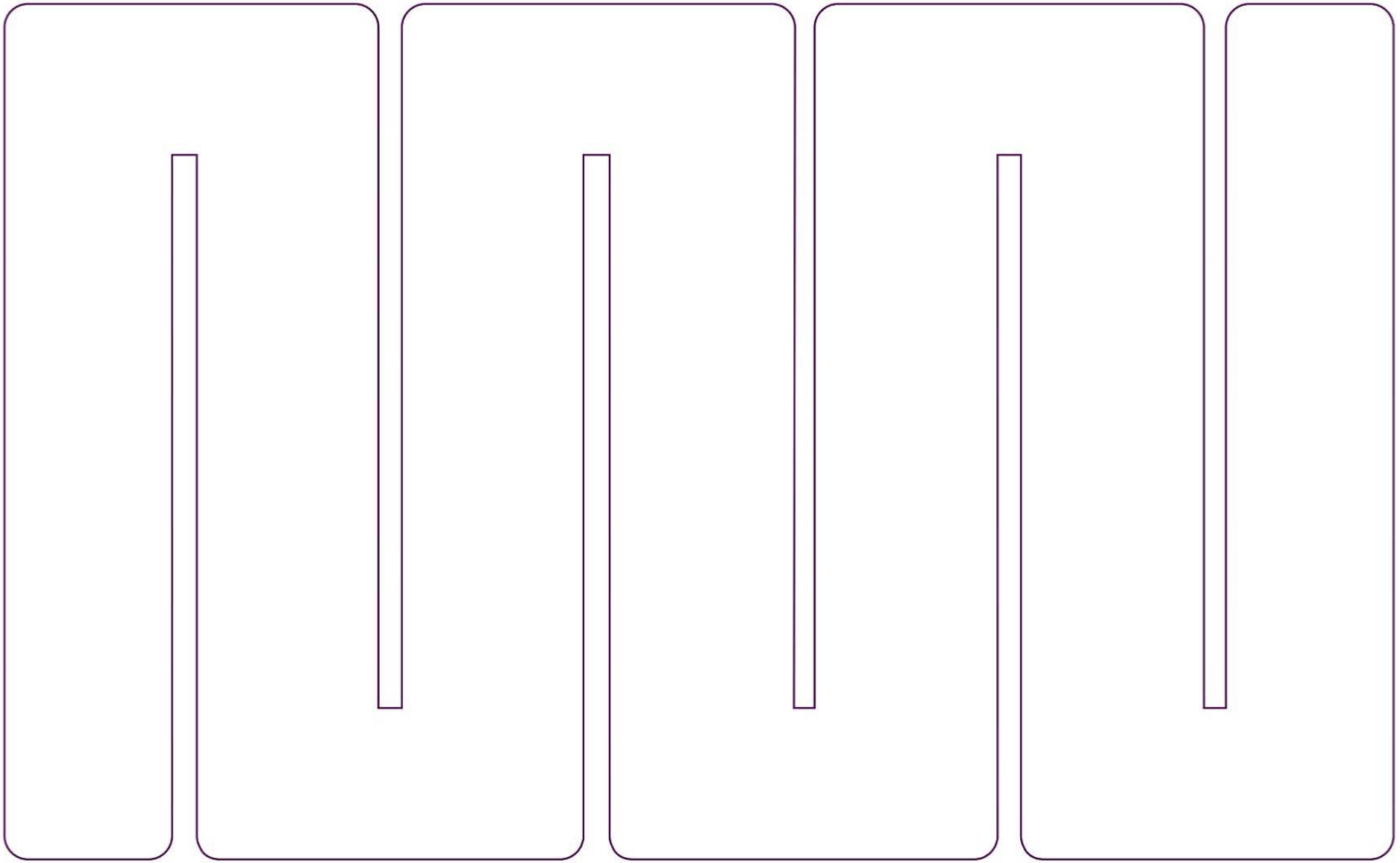
Paragraph 1		Paragraph 2	
witness	observer; spectator	**headquarters**	center of operations; main office
warfare	armed conflict; battle	**charter**	agreement; treaty
aerial	occurring in the air; aeronautical	**fulfill**	conclude; accomplish; implement
raid	attack; onslaught	**duty**	responsibility; commission
mass	crowd; horde	**fundamental**	basic; institutional; elementary
genocide	massacre; race extermination	**promote**	advocate; encourage

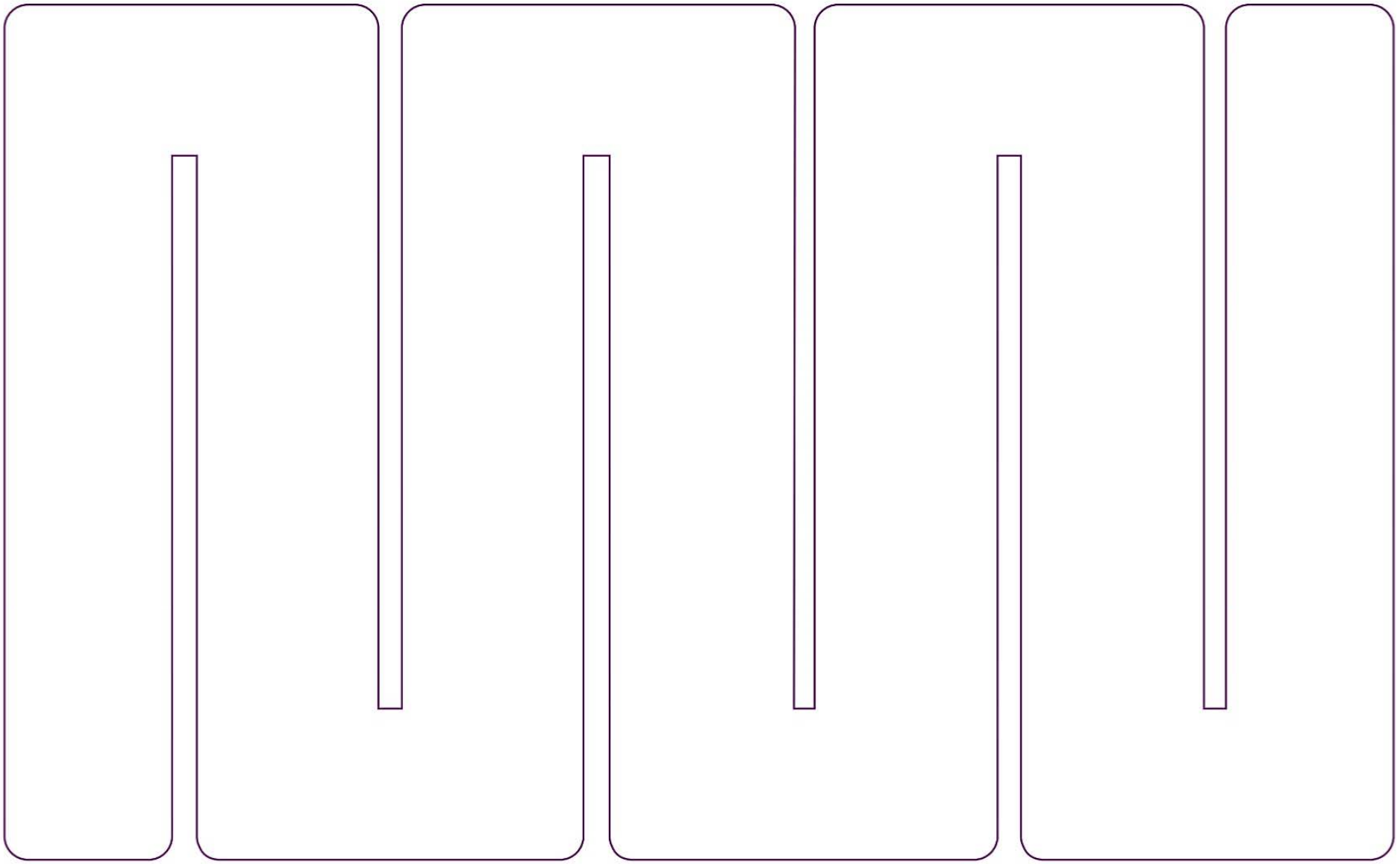
The UN has been the leader in international peacekeeping for many decades. In 1948 Eleanor Roosevelt led a committee to create the Universal Declaration of Human Rights. For over sixty years, nations around the world have been following this doctrine as they enact new domestic and international laws. Some countries have not seen the Declaration or the Charter as positive developments. Certain religious groups have criticized the UN for being biased towards the West. They claim that the UN has not been accepting of their cultural norms, which may have different views towards the roles of individuals in religious societies.

On the other hand, peace organizations have been protesting for many years that the UN is not explicit enough in defining social, economic, and cultural rights. These groups believe that some rights are not clear, like the right to refuse to kill. Organizations such as War Resisters' International believe the right to refuse to kill or be conscientious objectors to war should be more explicitly defined by the UN in the Universal Declaration of Human Rights.



Paragraph 3		Paragraph 4	
led	(v) past tense of lead; guide; influence	**explicit**	certain; specific; definite
doctrine	principle; conviction	**clear**	coherent; evident; obvious
enact	authorize; legislate	**refuse**	deny; reject; evade
biased	partial; tendentious	**right**	privilege; benefit
towards	for; with regard to	**conscientious**	honest; scrupulous; moral
claim	demand; insist	**objector**	person opposed to something; protester





1 Read the text and complete the table.

Cause	Effect
Second World War	
	The UN nations fulfill their duty.
	Establish new domestic and international laws.
The UN is biased towards the West.	

2 Read the text again and answer the questions.

1. What is the purpose of the UN?

   .....

   .....

2. Which countries do the flags after paragraph one represent?

   .....

   .....

3. Does the UN promote different rights for different countries, or the same rights for every country? Explain.

   .....

   .....

4. Why would it be important to have the same rights for everyone?

   .....

   .....

5. How do you think members of the UN decide what to include in their doctrines, even though they come from very different backgrounds?

   .....

   .....

6. Do you think the UN is correct to enforce the same rights for every country? Why or why not?

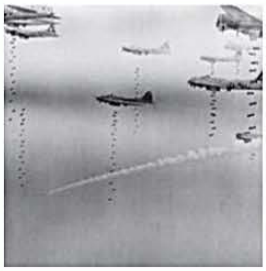
   .....

   .....

1 Cross out the word that doesn't belong in each group.

1	genocide believe war bombs	2	observance doctrine fundamental headquarters	3	cultural international domestic ensure
4	protest refuse reject deny	5	worldwide mundane universal global	6	prohibition treaty charter construction

2 All the words above the pictures are misplaced. Write the correct word below each picture.

1. aerial raid	2. universal freedoms	3. war	4. committee
			

5. nuclear bomb	6. leaders	7. globe	8. races

3 Write the correct form of the word in the boxes.

1. Wars have caused **(mass)** ..... destruction over the years.
2. Some of our **(fundament)** ..... freedoms are freedom of opinion, belief, and expression.
3. A person who refuses to serve in the armed forces is called a **(conscience)** ..... objector.
4. Certain **(religion)** ..... groups have different views towards human rights.
5. Certain rights are not **(explain)** ..... in the Charter of the United Nations.

4 Create antonyms of the vocabulary words on the list using the prefixes *un* or *in*.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....

5 Write the words in the box under the correct heading.
Add a prefix (un-, dis-, ir-, mis-, im-) to the adjectives in the box to make antonyms and write them under the correct heading. Be careful, sometimes you have to change the first letters.

imaginable encourage respect believe
declared explicit lead religious

verbs	adjectives	antonyms

6 Find another meaning for each word on the list below and write it in the space provided.

1. clear.....
.....
2. duty.....
.....
3. raid.....
.....
4. right.....
.....

Present Tenses Review

1 **Read the sentences and identify the tense. Explain why each tense was used in each example.**

Present Simple Present Perfect
Present Continuous Present Perfect Continuous

Our planet has endured chemical warfare, aerial raids, mass genocide, and even the detonation of two nuclear bombs.

Tense	
Use	
Auxiliary	
Main verb conjugation	

The UN meets every year.
The charter of the UN declares that member nations fulfill their duty.

Tense	
Use	
Auxiliary	
Main verb conjugation	

They are promoting and encouraging respect for human rights and for fundamental freedoms.

Tense	
Use	
Auxiliary	
Main verb conjugation	

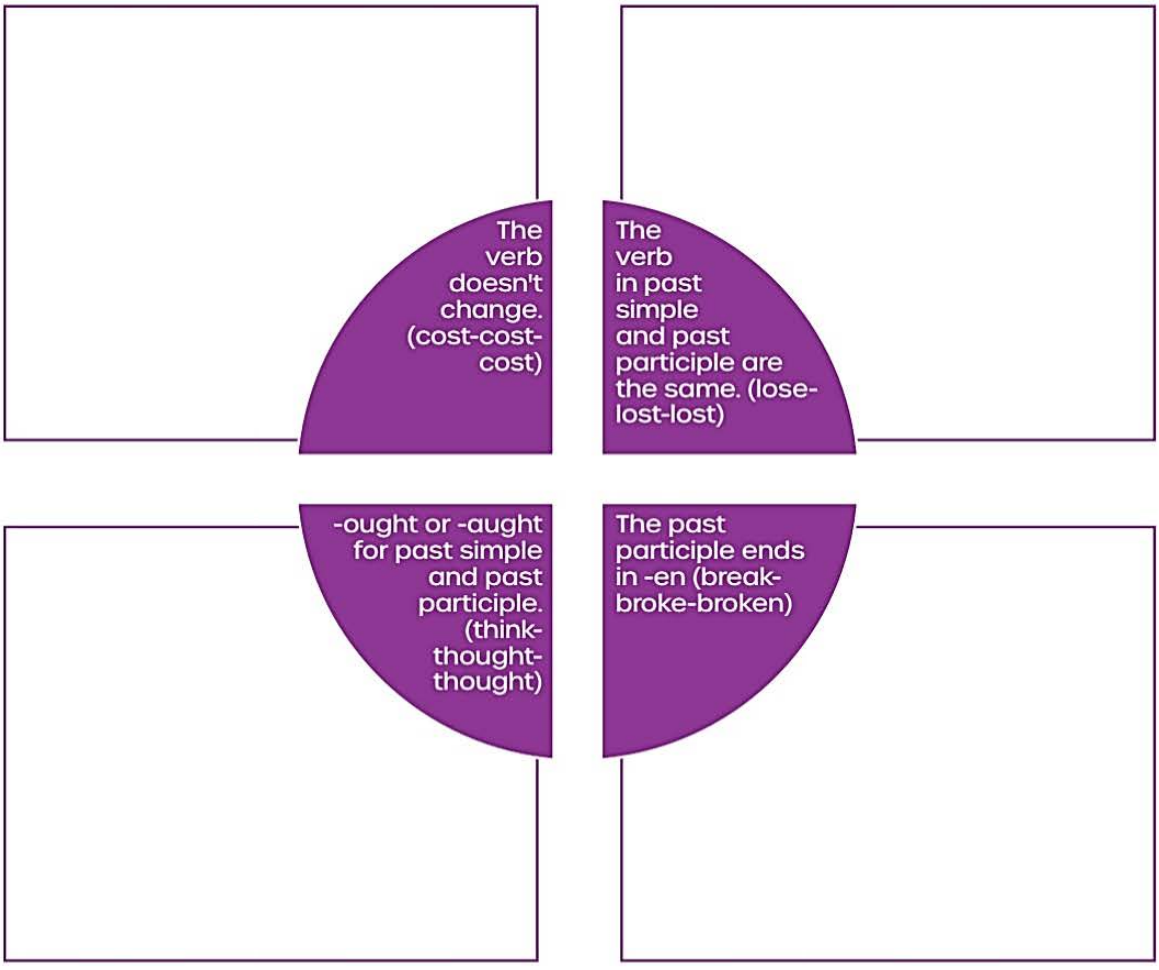
Nations around the world have been following this doctrine.
Peace organizations have been protesting for many years that the UN is not explicit enough in defining certain rights.

Tense	
Use	
Auxiliary	
Main verb conjugation	

2 Complete the table with the correct form of the verbs.

Simple form	Third-Person Singular	Present Participle	Past Participle
be			
say			
go			
do			
build			
lead			
sell			
seek			
meet			
fall			
have			
pay			
keep			
try			
know			

3 Categorize the different past participle conjugations in Activities 1 and 2. Add other verbs for each category.



1 **Complete the text using present perfect or present perfect continuous and one of the verbs in the box.**

give	loan	change	involve	invest
finance	commit	fund		

After World War II many countries in Europe and Asia needed to repair and rebuild structures that were damaged or destroyed in WWII. In an effort to organize funding for these projects in many countries, the World Bank was created by the Bretton Woods agreement of 1944. Since then, the World Bank[1] ..... loans to many countries to improve living conditions. The Bank[2] ..... money to rebuild infrastructure as a result of WWII, but its focus[3] ..... to fighting poverty. For example, the Bank's first loan was $250 million to France in 1947 to rebuild its infrastructure. The Bank[4] ..... involved in delivering vaccines since 2001, which is related to its more recent focus of eliminating poverty and helping poorer nations. The Bank[5] ..... in renewable energy since 1973. The Bank[6] ..... water projects to stop floods and share water resources in India and Pakistan. The Bank[7] ..... **(not)** commercial logging projects in tropical rainforests since 1991 in an effort to preserve the tropical rainforests. The Bank[8] ..... itself to supporting education in the form of educational lending.

2 **Write the missing auxiliaries.**

Some of the Bank's projects[1] ..... training teachers and others[2] ..... building schools for children across the world. However, some people[3] ..... criticized the World Bank for valid reasons. Some projects in the past[4] ..... led to the destruction of the rainforest. The Bank has been criticized for projects that[5] ..... forced people to resettle or move from the places they[6] ..... lived for centuries. In addition, some people[7] ..... said that the World Bank[8] ..... caused developing countries to remain in debt for extended periods of time.

Human Rights Debate!

1 **Read some of the human rights listed below.**

Right to Fair Public Hearing

Right to be Considered Innocent until Proven Guilty

Freedom from Interference with Privacy, Family, Home and Correspondence

Right to Free Movement in and out of the Country

Right to Asylum in other Countries from Persecution

Right to a Nationality and the Freedom to Change It

Right to Marriage and Family

Right to Own Property

Right to Participate in Government and in Free Elections

Right to Rest and Leisure

2 **Choose one of the nationalities in the box and pretend you are from that country.**

Nigeria Yemen Mexico Iraq Afghanistan Germany
Sudan India Somalia United States China Russia

3 **Do some research about human rights in your country.**

1. Decide how you feel about each human right depending on your nationality.
2. Work in groups of five where there are at least three different nationalities.
3. The teacher will read each right aloud, and you will decide if you agree with that right. Stand up if you agree with the right or remain seated if you disagree with it.
4. The teacher will allow you some time to explain your position and debate if that right is respected in your country or not.
5. Give time to each participant to explain his or her position and listen attentively.
6. Write about the different points of view for each right in your worksheets.

Previous Knowledge answers.

The UN was created after World War I. **(False)**

The UN has 193 member countries. **(True)**

Eleanor Roosevelt helped write a declaration about human rights. **(True)**

The UN headquarters is in London. (False — it's in New York)

The Universal Declaration of Human Rights was written after World War II. **(True)**

The UN is involved in helping with climate change and natural disasters. **(True)**

The UN only works in Europe and the United States. **(False)**

3 **Read the text and choose the correct answer for each gap.**

What [1] ☐ the World Health Organization [2] ☐? The WHO [3] ☐ healthcare around the world. The organization [4] ☐ medical policies, [5] ☐ health problems, and [6] ☐ medical research opportunities for people to discover ways of treating and preventing diseases. Currently the WHO [7] ☐ funding research to eliminate visceral leishmaniasis in Bangladesh. The organization is also [8] ☐ money to scientists to study how the mating behavior of mosquitoes impacts the spread of malaria. The WHO [9] ☐ several other functions including support of health development.

There are many medications, medical treatments, and surgical techniques that are not available to many people because of the country they [10] ☐ in or their country's economy. The WHO has committed itself to fighting this type of social injustice. The organization [11] ☐ to ensure that all people have access to medical care.

The WHO also [12] ☐ data and statistics to fight global outbreaks of diseases like Ebola. The organization [13] ☐ why outbreaks occur and what can be done to prevent them in the future. The WHO is currently [14] ☐ how the mistreatment of the environment, urbanization, food safety regulations, and the misuse of antibiotics [15] ☐ outbreaks of disease in the world.

a. do	b. does	c. has
a. do	b. does	c. has
a. coordinate	b. coordinated	c. coordinates
a. sets	b. set	c. setting
a. monitor	b. monitored	c. monitors
a. provide	b. provides	c. providing
a. is	b. are	c. have been
a. given	b. gives	c. giving
a. accomplish	b. accomplishes	c. accomplished
a. live	b. lives	c. living
a. seek	b. sought	c. seeks
a. gathers	b. gathering	c. gather
a. study	b. studies	c. studying
a. investigates	b. investigate	c. investigating
a. affect	b. affects	c. affecting

1 Listen and complete the statements with the correct answer.

1. Which statement describes best what is graffiti?
   a. Colorful cartoons in a building
   b. Puffy paintings on a wall
   c. Drawings or writing in a public space

2. What is true about graffiti?
   a. It is about to end because materials are difficult to be transported
   b. It has existed all through time, in different places
   c. It has always been considered legal

3. What was the purpose of graffiti in the past?
   a. to leave traces that would be found by other travelers
   b. to avoid law enforcement officials
   c. to express a form of rebellion

4. How has graffiti changed in modern times?
   a. It marks a creation with a signature
   b. It marks a space with artwork
   c. It sets sketches for Pilgrims

5. Where can you see graffiti? Name one place.

   .....

6. What group painted slogans?

   .....

7. Name a modern graffiti artist.

   .....

8. Why is graffiti sometimes rejected
   a. It is sometimes offensive
   b. Artists charge a lot of money for it
   c. It is always very aesthetic

2 Listen again, and order the statements as you hear them.

- ☐ Graffiti artists' job is very challenging.
- ☐ There is black and white graffiti art in the United Kingdom.
- ☐ Graffiti is more than puffy painting on walls.
- ☐ Some countries associate graffiti with radical movements.
- ☐ Earliest forms of graffiti were signatures.
- ☐ Painting or drawing on a public space can be a form of rebellion.
- ☐ Some critics call street art vandalism.

Guess the Verb!

1. Play this game in teams of four.
2. Each player must think of an unusual verb.
3. In each round, three players will ask the same player yes/no questions to guess the verb. Since you don't know the verb, you will use the word "scribble," but you have to conjugate that word depending on what you ask.
4. The player answering the question must use the same tense.

   Example:

   Player 1: "Do you "scribble" every day?"
   Player 4: "No, I don't."
   Player 2: "Are you "scribbling" right now?"
   Player 4: "No, I'm not."
   Player 3: "Have people "scribbled" for a long time?"
   Player 4: "Yes, they have."

5. You must wait until the second round to continue asking questions.

   Example of the second round:

   Player 1: "Has your best friend been "scribbling" for some time?"
   Player 4: "Yes."
   Player 2: "Do you "scribble" with a bike?"
   Player 4: "Yes!"
   Player 3: "Is the verb ride?"
   Player 4: "Yes!"

6. When you finish guessing, think of another verb and play again!

Graffiti: Street Art or Vandalism?

Imagine graffiti. What do you see? Maybe huge, colorful cartoons painted on the side of a building, or puffy letters sprayed onto a wall. Although these may be some examples of modern graffiti, they are certainly not the beginning or the end of its history.

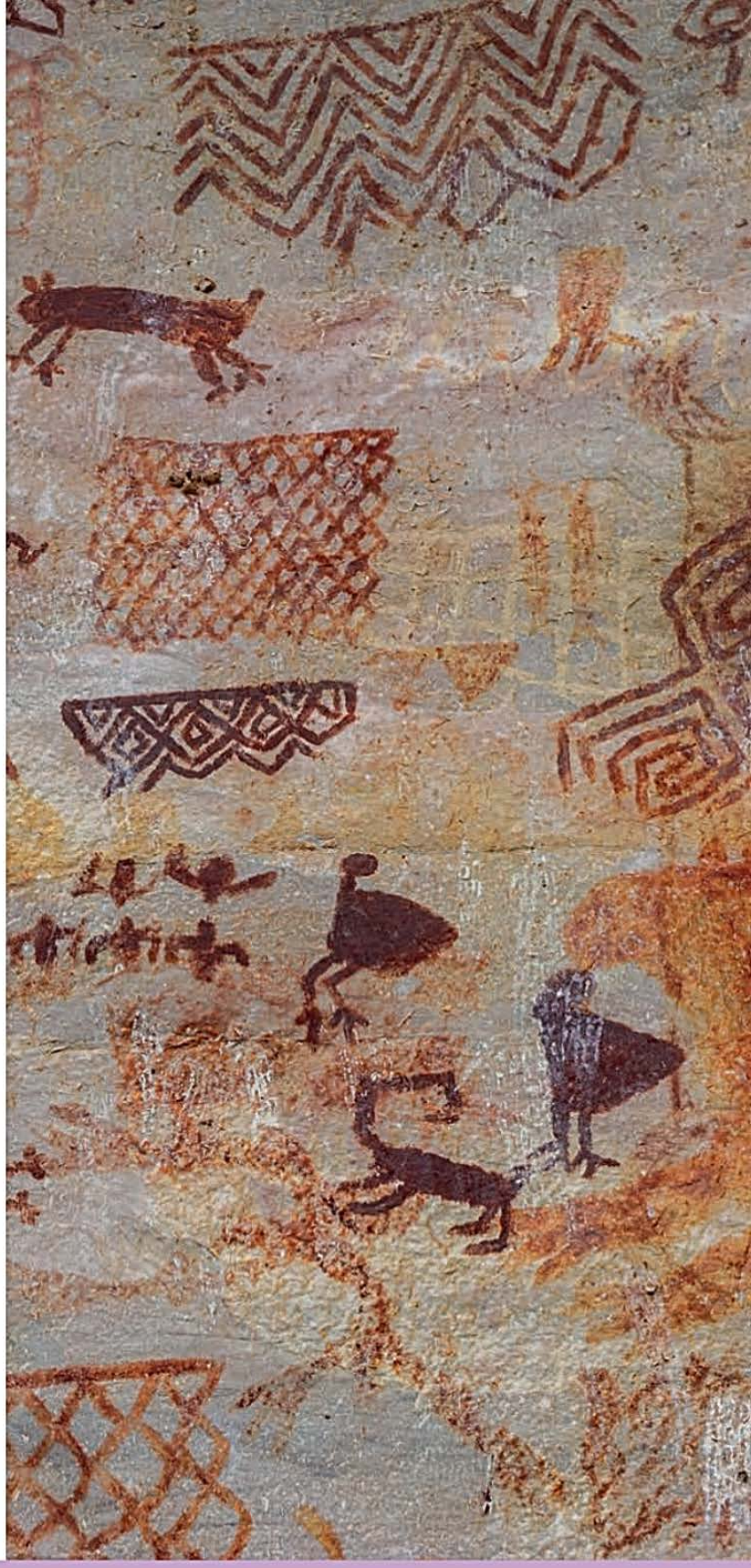
Street art, or graffiti, has existed in all countries, in all cultures, in all eras. It is commonly defined as writing or drawings that have been created in a public space, usually on a flat surface like a wall. Artists today use paint, spray paint, markers, stencils, stickers, and even pre-printed posters to leave their mark. Some of these materials are difficult to transport, such as the rollers used to glue posters to the walls. This makes the artist's job very challenging since their activities are illegal, and they must be clever to avoid law enforcement officials.

Glossary

cartoons	drawings or images, often humorous or exaggerated, used in art, media, or graffiti.
stencils	thin sheets with shapes or letters cut out, used to apply designs with paint or ink.
challenging	difficult and requiring a lot of effort or skill to do.
enforcement	the act of making people follow laws or rules.
illegal	not allowed by law; against the rules set by authorities.

Graffiti has not always been like this. The earliest forms were primarily signatures left by artists or visitors to a famous location, a trend that continues to this day. Pilgrims to religious sites in ancient civilizations from Egypt to Greece have left scratches and pictures etched into walls of stone in order to leave some piece of themselves behind for future travelers to find. Even in England, unauthorized sketches have been found in medieval churches, left by masons and parishioners.

While older forms of graffiti may have been used solely to mark a creation with a signature, modern graffiti has taken on many expressive forms. Painting or drawing on a public space can be a form of rebellion. By marking a piece of space with your artwork, you are reclaiming that space from the government, from a corporation, or from another societal institution that you feel is oppressive.



signatures	names or marks made by a person to show identity or authorship.
pilgrims	people who travel to a sacred place for religious reasons.
etched	carved or scratched into a surface, usually stone or metal.
parishioners	members of a church community who attend services regularly.
oppressive	unfair or controlling in a way that limits freedom or causes suffering.

In the twentieth century, graffiti has spread onto bridges, boxcars, subways, trucks, tunnels, and more. The U.S., among many other countries, has seen graffiti associated with radical movements. Political protests are fueled by graffiti. Soldiers who went abroad for World War I and II left art all over Europe in reaction to the violence and destruction they witnessed there. The Civil Rights Movement, the Black Panthers, and 1980s hip-hop culture have designed styles and slogans to suit their needs.

The Civil Rights Movement refers to the movement to ensure equal human rights for black Americans in the United States. Racial segregation, voter disenfranchisement, discrimination, and violence were unfortunate realities that black people had to face in their own country. In the 1950s and 1960s, people protested this social injustice in many ways, including graffiti. The Black Panthers and other groups painted slogans in public places to raise awareness of these issues. White supremacists also used graffiti as a tool of intimidation, as they graffitied racial slurs and messages on the homes of black people.

Glossary

radical	supporting extreme or revolutionary political or social changes.
disenfranchisement	the act of taking away someone's right to vote or participate in society.
segregation	the enforced separation of different racial or social groups.
slogans	short, memorable phrases used to express ideas or promote causes.
intimidation	the act of frightening or threatening someone to make them feel powerless.

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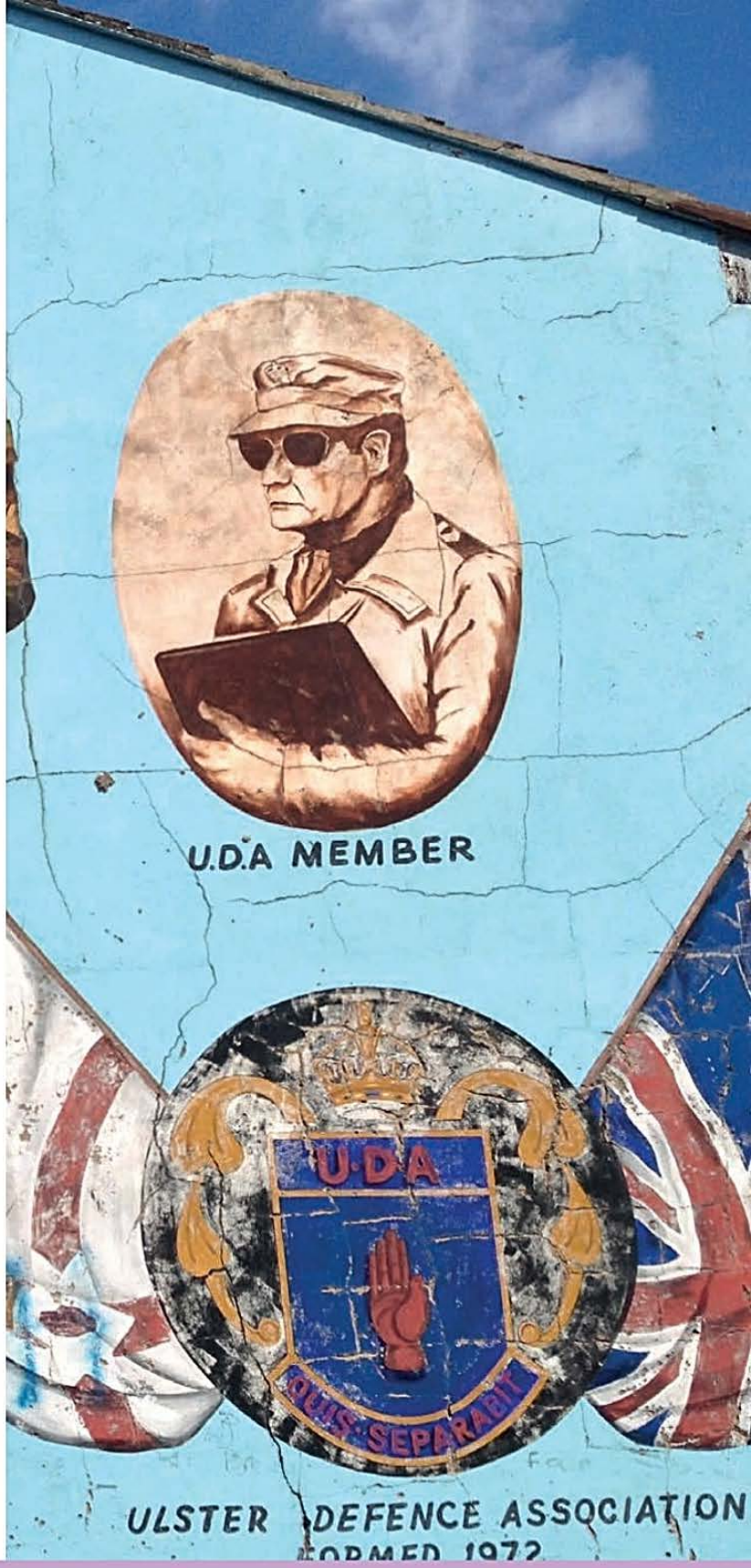
A few artists have gained notoriety in recent years for their unique pieces of work. Banksy is the most famous of modern graffiti artists. He is well-known for black-and white stencils that he leaves around the United Kingdom. Another celebrated artist is Shepard Fairey, a Los Angeles-based designer who famously created the "Hope" poster for U.S. President Barack Obama's 2008 presidential campaign.

Unfortunately, art has a price. Some critics call street art vandalism and claim that it is hurtful to the public environment, both physically and aesthetically. Graffitied slogans and pictures can be offensive to residents. According to a 2004 study, the costs of cleaning and removing graffiti are astronomical. Business owners and government offices in the United Kingdom pay approximately $1.5 billion annually to repair damage done by graffiti. The city of Los Angeles alone pays $140 million each year. This cost is passed along to consumers and taxpayers, leading many to question, is it worth it?



notoriety	the state of being famous for something, often for a negative or controversial reason.
campaign	a planned series of actions to achieve a particular goal, often political or social.
vandalism	the act of deliberately damaging or destroying public or private property.
aesthetically	in a way that relates to beauty or artistic taste.
taxpayers	people who pay money to the government based on their income, purchases, or property.a

1 Create a semantic map of Reading 2.
Answer key questions like who, when, what, how, why, etc.
Use your map to talk about the topic with a partner.

1 **Create a table with words in Reading 2 and the following headings in your worksheets:**

nouns	adjectives	verbs	adverbs	prepositions

2 **Read the text and choose the correct answer.**

1. How does the author feel about graffiti?
   a. The author considers it an act of vandalism.
   b. The author considers graffiti a universal art.
   c. The author considers it a way of communicating.
2. How does the author conclude the article?
   a. Many people think graffiti is vandalism.
   b. Many people think graffiti is important for all societies.
   c. Many people think graffiti shouldn't exist.
3. What does it mean to "leave a mark?"
   a. to affect
   b. to attain
   c. to fail
4. Where would you find this kind of text?
   a. a magazine
   b. a blog
   c. a documentary script

3 **Read the text again and answer the questions.**

1. Why do people feel the need to "reclaim" some spaces? How does graffiti accomplish this?

   .....

2. What are the advantages of leaving graffiti on a mobile vehicle, like a train or a truck?

   .....

3. What are the advantages of leaving graffiti on a stationary object, like a building?

   .....

4. Do you think that graffiti is worth the price to clean it up? Why or why not?

   .....

5. Imagine you are the mayor of Los Angeles. What would your solution to the graffiti problem be?

   .....

4 **Create some graffiti in your worksheets. First, think of a positive or negative aspect of graffiti. Then, write or draw your positive and negative aspects of graffiti on the board in your own style of graffiti.**

1 **Complete the conversation with correct form of the verb in parentheses. Then read the conversation with your partners.**

WILLIAM: Hey Kevin, what **(happen)** [1]..... over there?

KEVIN: I [2]..... (not/know).

HEATHER: I [3]..... **(see)** many people, but I can't see what they [4]..... **(look)** at.

WILLIAM: Let's go over and take a look. We have a few minutes until our swim meet starts.

KEVIN: OK, but we [5]..... **(face off)** against our big rival today. So we have to be quick.

HEATHER: It looks like all the people [6]..... **(gather)** in front of that wall over there.

WILLIAM: I can't see anything yet. Let's go closer.

KEVIN: It's graffiti! But it [7]..... **(look)** more like a painting.

HEATHER: Wow! I didn't think graffiti could be this beautiful. It [8]..... **(remind)** me of Monet's Water Lilies.

WILLIAM: Those are my favorite paintings. I want to take a photo of this before they paint over it.

HEATHER: Do you [9]..... **(have)** a camera?

WILLIAM: Well, I have a camera on my phone. That will have to do for now.

KEVIN: The other team is arriving! They [10]..... **(walk)** in the door to the pool.

WILLIAM: Let's get back. We have to warm up!

2 **Match the sentence parts.**

a. Many police officers do
b. When a person is
c. Scientists have
d. People have
e. Graffiti has
f. Look! The officer is
g. Banksy has been

1. ☐ used graffiti for a number of purposes throughout history.
2. ☐ discovered types of graffiti at ancient religious sites.
3. ☐ been controversial since some people think it is art, yet it is also expensive to remove.
4. ☐ creating interesting and provocative graffiti for years.
5. ☐ not consider graffiti to be art since they arrest people who create graffiti on buildings.
6. ☐ spraying paint, they must be careful not to inhale the fumes.
7. ☐ arresting the person who painted the graffiti.

Paraphrasing

1 **Choose the answer with the same meaning as the quote.**
When you finish compare your answers with a partner.

1. "If we destroy human rights and rule of law in the response to terrorism, they have won." - Joichi Ito
   a. Violence will reign if we ignore human rights.
   b. Without human rights, terrorists have destroyed laws and become powerful.
   c. Human rights should also protect terrorists.

2. "Fundamental violations of human rights always lead to people feeling less and less human." - Aung San Suu Kyi
   a. The more human we feel, the more understanding we are.
   b. The more we respect human rights, the more human we become.
   c. The more we ignore rights, the more violent we become.

3. "Colorful demonstrations and weekend marches are vital, but alone are not powerful enough to stop wars."- Arundhati Roy
   a. We can protest but not necessarily make a change.
   b. We can prevent wars if we demonstrate we don't want one.
   c. Arts and protests of all kinds are essential for all cultures.

4. "Genuine equality means not treating everyone the same, but attending equally to everyone's different needs." - Terry Eagleton
   a. We are similar in our needs but diverse in race.
   b. We cannot behave in the same way with everyone.
   c. If we really want to be impartial, we need to take individual needs into consideration.

5. "Art is an evolutionary act. The shape of art and its role in society is constantly changing. At no point is art static." - Raymond Salvatore Harmon
   a. Art is always transforming.
   b. Art has always been different, but stable.
   c. Art grows and develops depending on the society it is created in.

6. "Blank walls are a shared canvas, and we're all artists." - Carla H. Krueger
   a. Anyone with an interesting idea can be an artist.
   b. We can all paint on blank walls and become artists.
   c. We can come together to paint a blank wall and create a piece of art.

7. "The aim of art is to represent not the outward appearance of things, but their inward significance."- Aristotle
   a. The purpose of art is to express our deepest feelings.
   b. The purpose of art is to ignore images and acknowledge thoughts and feelings.
   c. The purpose of art is to show reality as it is.

2 **Find three quotes from someone you admire and paraphrase them in your worksheets.**

Investigate and Report

1 Ancient Graffiti

1. Research Ancient Graffiti in Ancient Rome, Ancient Egypt, Mayan or Aztecs, etc. Make sure you answer these questions.
   a. What materials did ancient graffiti artists use (e.g., stones, charcoal, paint)?
   b. How did they create their marks?
   c. What kind of messages or images did they leave?
   d. Why did they make graffiti—what was the purpose?

2. Discuss findings with a partner or small group.
   a. Were the messages funny, political, personal, or religious?
   b. Do people today write similar messages in public spaces?
   c. How is ancient graffiti different from modern graffiti?

3. Create a visual collage that shows:
   a. Materials used in ancient graffiti
   b. Examples of actual ancient graffiti
   c. Messages or symbols that were common
   d. A title and short descriptions

   You can use paper and art supplies to create a physical collage, or use digital tools to make a slide or image collage. You can include drawings of ancient graffiti styles, images from research, or even create your own "ancient-style" graffiti.

4. Present your collage in small groups. Share what you learned and how ancient graffiti compares to graffiti today. You can do a mini "gallery walk" and leave sticky notes with comments or questions.

2 Your Own Graffiti Tag

1. Design your own graffiti "tag," signature, or mark on paper or digitally.
2. Come up with a meaning for your graffiti mark (freedom, identity, peace, etc.).
3. Explain why you chose those particular words or symbols in small groups.

3 Arts Representing Conflicts

1. Choose a place of conflict and brainstorm recent global or local conflicts. These are some examples you may include:

Syria	**Ukraine**	**Palestine**	**Colombia**	**Sudan**
	Myanmar	**Iran**	**Venezuela**	

2. Do some research about what happened in this place, how people responded, and identify if art was used as a way to protest, heal or express anger or hope.
3. Research street art and artists who created art in response to the chosen conflict. Focus your research on:
   a. Images or murals made during or after the conflict
   b. Artists who became famous or known for their work
   c. The message of the art: protest? hope? memory? resistance?
   d. Where the art is located (walls, buildings, streets)
4. Create your presentation or video, include:
   a. A brief summary of the conflict
   b. Photos or drawings of the street art
   c. Names of artists (if known)
   d. The message behind each artwork
   e. Your team's opinion
   f. If you choose to create a video, use voiceover or subtitles to explain your findings; show images and include your own group reflections.
5. Share with the class. The audience must listen for:
   a. Which conflict the group focused on
   b. How the art represented the people's emotions or resistance
   c. What message was the most powerful

1 **Complete the second sentence so that it means the same as the first. Use the word in parentheses. Don't write more than three words.**

1. We started working on the Model United Nations six weeks ago. **(been)**
   We ..... on the Model United Nations for six weeks.
2. The last time I talked to him, he was studying French. **(haven't)**
   I ..... him since he was studying French.
3. Roosevelt and Churchill coined the term United Nations in 1941. **(existed)**
   The term United Nations ..... over 70 years.
4. I think it's unacceptable for people to disrespect other races. **(agree)**
   I ..... with people who disrespect other races.
5. I don't like it when you criticize my friends. You do it all the time! **(criticizing)**
   You ..... my friends, I don't like that!

2 **Read the text and write the missing words.**

The Logos of UN Organizations

The United Nations has six main bodies [1]..... many organizations, some of which serve specialized purposes. The main logo [2]..... the UN is a blue figure of the world surrounded [3]..... laurel leaves. Laurel leaves were symbols of victory, education, and high status in ancient Greek and Roman culture. Many of the logos of the UN's organizations incorporate this main logo in some way. [4]..... instance, the logo of the International Maritime Organization features the UN logo with two interlocking anchors. Anchors [5]..... the metal objects that ships lower onto the floor of [6]..... ocean to keep the ship from moving. These anchors relate [7]..... the IMO's purpose of regulating the international shipping industry.

Another UN logo you might see is that of the United Nations Educational, Scientific, and Cultural Organization **(UNESCO)**. This logo features the organization's acronym, with each letter forming [8]..... column in a building that is an example of classical architecture.

3 **Read the text and write the correct form of the word in CAPITALS to complete the gaps.**

UNESCO has a number of programs including the [1]..... **(protect)** of World Heritage sites. There is a specific logo called the World Heritage emblem that is used to identify these important sites. There is a square that represents the results of human skill and [2] ..... **(inspire)** surrounded by a circle that represents the gifts of nature. This logo relates the purpose of protecting the world's natural and [3]..... **(culture)** heritage. The International Monetary Fund **(IMF)** is an [4]..... **(organize)** that promotes monetary and exchange stability, facilitates international trade, and established an international [5]..... **(pay)** system after the [6]..... **(conclude)** of World War II. The IMF's logo is a shield featuring two overlapping hemispheres of the world with an olive branch below them. The olive branch is a symbol of reconciliation, peace, and victory. The IMF's logo is also sometimes black and white, which may be due to the [7]..... **(finance)** nature of the organization.

1 **In pairs, discuss what you know about drones.**

2 **Individually, read the uses of drones. Write C if it's a civilian use, M if it's a military use, or N if it's a neutral use. Discuss with a partner. Then, share your thoughts with the whole group.**

1. Border surveillance and control .....
2. Delivering medical supplies to remote areas .....
3. Launching missile strikes on enemy targets .....
4. Following political protests or activists .....
5. Watching large crowds at concerts or sports events .....
6. Filming wildlife documentaries .....
7. Monitoring forest fires .....
8. Recording Olympic sports from the air .....
9. Studying the effects of climate change .....

3 **Individually, decide if you agree or disagree with the statements. Then, discuss in groups of three.**

1. "Drones should exclusively be used for peaceful purposes."
2. "It's better to risk a drone than a human life."
3. "Drones can make fewer mistakes than soldiers."
4. "If technology can reduce violence, it should always be used."
5. "Using drones for surveillance violates people's privacy."
6. "Drones should only be used for peaceful purposes like delivery or rescue."
7. "Teenagers should be allowed to help design or pilot drones."
8. "The world will become more peaceful as drone technology improves."

4 **Complete the chart according to your own opinions about drones.**

Advantages of drones	Disadvantages of drones

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Drones

Are drones a heartless form of cold-blooded attack or the most unobjectionable way to conduct a mission? These are the two sides of the debate about military drones. Some military drones are used to conduct surveillance, while others are armed with missiles and bombs. For more than forty years, the United States has been using military drones in combat. Drones are aircraft that do not need a pilot inside the vehicle. They are more compact and lighter than manned aircraft, but planes with pilots move faster than drones. Drones are also much less costly than other kinds of military aircraft.

Some people argue that using drones to attack a target is not as perilous as sending real soldiers into battle. They are sanguine that Americans are using more drones. It is more politic to limit injuries and deaths from war as much as possible. Drones can also be more accurate than troops on the ground because of satellite technology.

Vocabulary List

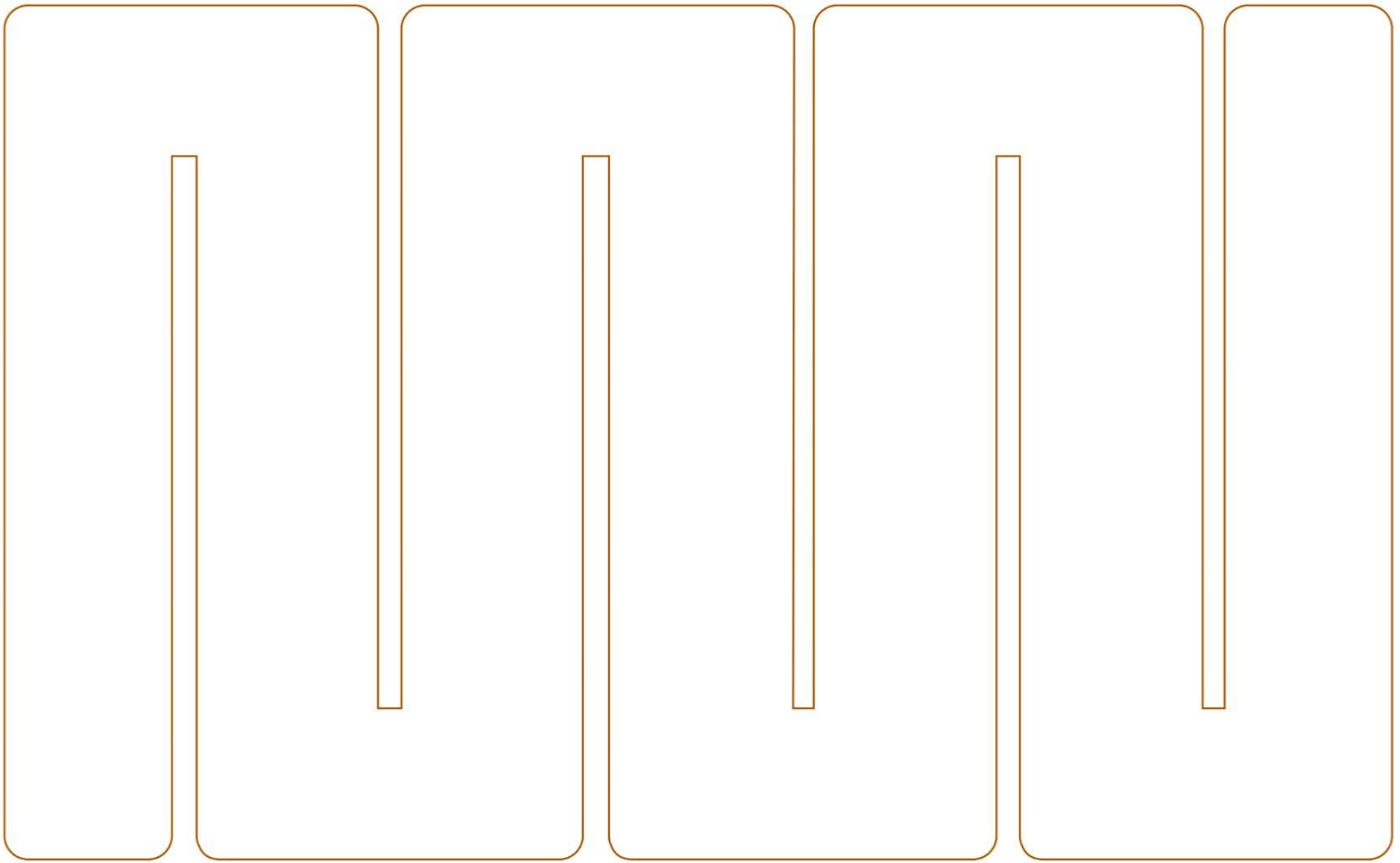
Paragraph 1		Paragraph 2	
heartless	very cruel; inhumane	**target**	a place, thing, or person at which an attack is aimed
cold-blooded	showing no sympathy or mercy; without emotion	**perilous**	full of danger; very dangerous
unobjectionable	not likely to bother or offend anyone	**sanguine**	confident and hopeful; optimistic
drone	an aircraft or ship without a person inside guided by remote control or onboard computers	**politic**	showing good judgment, especially in dealing with other people
surveillance	the act of watching someone or something, especially to prevent or detect a crime	**accurate**	able to produce results that are correct; not making mistakes
manned	carrying a person or done by a person	**troops**	soldiers in a group

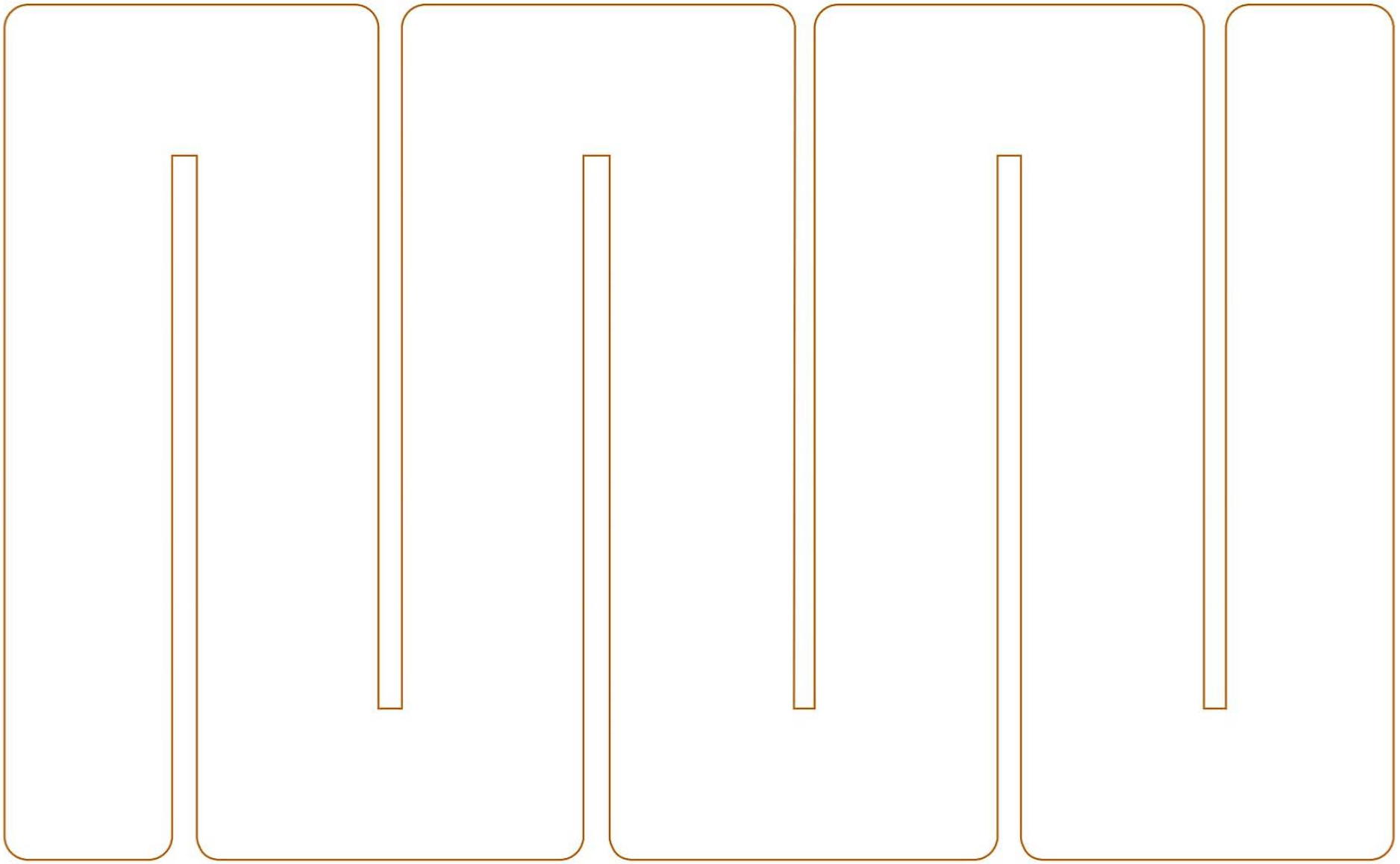
However, others believe that using drones is more underhanded than engaging in man-to-man combat. They are despondent and apoplectic. They claim that drones are horrifying, inhuman tools that make it too effortless to fight. It might be that without the human face of combat, war will get out of control. War is gruesome and risky. Even with today's technology, war is as dangerous as it was in years past. Perhaps as the diplomatic young generation learns more about the effects of drones and of war, the world will slowly become less violent.

Drones can also be used for peaceful purposes. They have been used to search for missing people, deliver medication, monitor historical sites, and help protect natural wildlife. Drones have even been used to monitor hurricanes and film sports like skiing and snowboarding at the Olympics. As drone technology advances and they become more inexpensive, important decisions regarding their regulation will need to be made. Drones may prove to be some of the most useful devices or the deadliest weapons in recent history.

Paragraph 3	
underhanded	done in a secret and dishonest way intended to deceive or trick someone
despondent	very sad and without hope
apoplectic	very angry and excited
effortless	needing little or no effort; very easy
gruesome	causing horror or disgust
risky	involving the possibility of something bad or unpleasant happening

Paragraph 4	
purpose	the reason why something is done or used the aim or intention of something
missing	unable to be found; not in a usual or expected place
monitor	to watch, observe, listen to, or check (something) for a special purpose over a period of time
inexpensive	cheap; low in price
regarding	about; relating to (something)





1 **Read the text and write T if the statement is true or F if it is false. Rewrite the sentences that are false to make them true.**

1. ☐ There are several points of view about drones.

2. ☐ Using drones in war is less damaging.

3. ☐ Some people feel relief that Americans use more drones.

4. ☐ Nobody accepts the idea of using drones for different purposes.

5. ☐ There are three obvious opposing opinions in the text.

6. ☐ People should stop using drones.

7. ☐ There are obvious advantages of using drones in war and peace.

2 **Read the text again and answer the questions.**

1. What is the main purpose of the author?

2. How do satellites help make attacks more precise?

3. What does the word "They" refer to in the second sentence in the third paragraph?

4. What are the advantages and disadvantages of using drones in war?

5. How do you think drones will be used in the future?

3 **Make a graphic organizer in your worksheets describing the different ways in which drones are currently used.**

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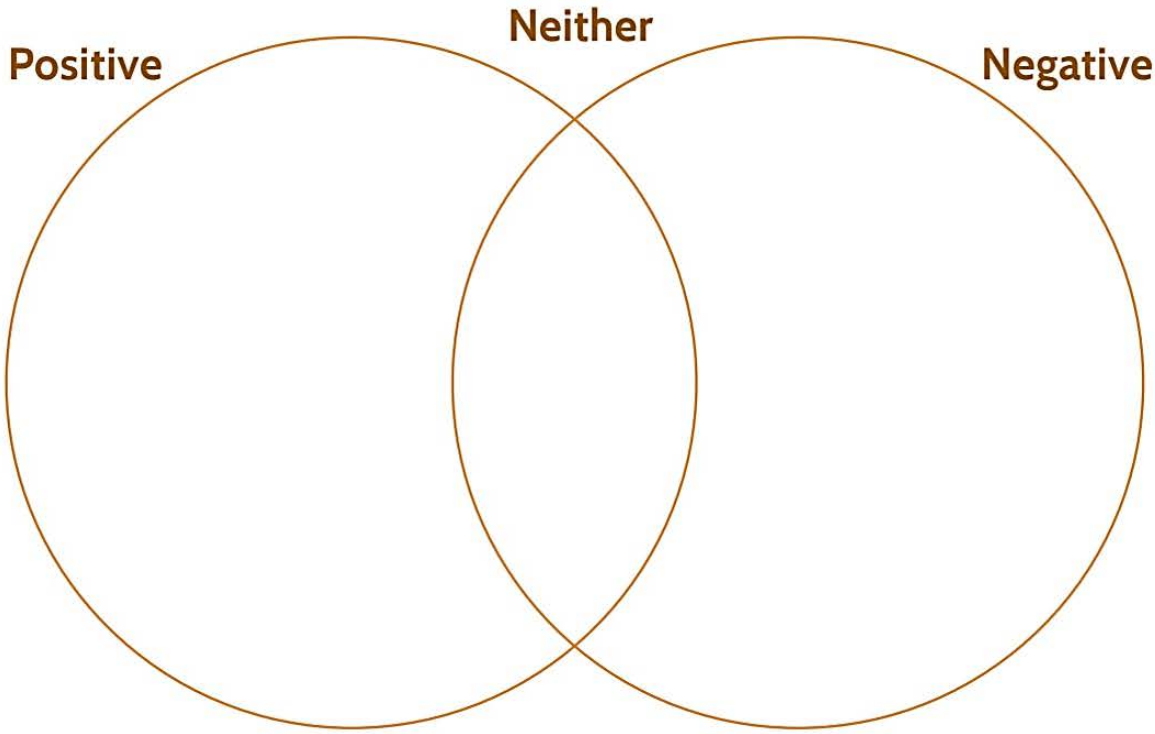
1 Write the adjectives from the text in the Venn Diagram. You can add more.



2 Use the correct prefix or suffix to make antonyms of the words in the list and write them down.

1. effortful .....
2. expensive .....
3. objectionable .....
4. useless .....
5. warm-blooded .....
6. violent .....

3 Complete the paragraph using the correct form of the words in parentheses.

While drones have been used for military purposes for some time, they also have a more [1] ..... **(entertain)** purpose for many hobbyists. Many people enjoy building [2] ..... **(man)** aerial vehicles **(UAVs)** from kits and [3] ..... **(fly)** them in their spare time. These drones can be equipped with cameras to make them more [4] ..... **(function)** for hobbyists who like to take photos and videos. However, this hobby may not be as [5] ..... **(harm)** as it seems.

4 **Write the number next to the correct word.**

a. surveillance	☐	1.	a group of soldiers
b. troop	☐	2.	something to be aimed at
c. target	☐	3.	undomesticated animals
d. drone	☐	4.	continuous observation of a place to get information
e. wildlife	☐	5.	hazardous
f. risky	☐	6.	a ship that can navigate autonomously

5 **Find ten adjectives in the word search and write them next to the correct meaning.**

Q	H	Q	D	R	O	N	E	G	H	X	G	F	H	H	L
U	N	D	E	R	H	A	N	D	E	D	N	O	O	E	D
C	V	X	D	U	I	V	C	K	A	D	I	H	R	N	E
K	J	E	T	D	A	B	K	C	R	E	I	F	R	I	V
A	W	T	E	X	Q	S	N	R	T	S	K	H	I	U	I
M	S	A	L	R	U	M	O	K	L	P	S	U	F	G	C
X	U	R	P	T	H	I	I	C	E	O	U	R	Y	N	E
X	O	U	O	O	L	J	S	N	S	N	G	F	I	A	G
Z	L	C	E	S	P	S	I	Q	S	D	J	A	N	S	H
Z	I	C	M	E	A	L	C	F	I	E	N	P	G	P	M
A	R	A	O	L	P	I	E	H	L	N	B	I	M	I	A
R	E	R	S	I	Y	R	D	C	Y	T	J	L	J	J	N
G	P	R	E	S	O	M	O	E	T	M	I	O	G	Y	N
U	X	K	U	S	E	X	M	V	N	I	D	T	X	E	E
E	Z	S	R	I	E	T	A	B	E	D	C	J	S	H	D
F	D	X	G	M	T	L	C	E	N	O	I	S	S	I	M

1. cruel or insensitive .....
2. operated by men .....
3. hazardous or dangerous .....
4. without error or flawless .....
5. cheerfully optimistic .....
6. dishonest or shady .....
7. showing hopelessness .....
8. extremely angry and agitated .....
9. causing repulsion .....
10. causing great shock and horror .....

asc

Adjectives: Comparatives and Superlatives

1 Find at least three comparative forms in the text and write one example for each.

1. .....

.....

2. .....

.....

3. .....

.....

2 Write five short adjectives in the table and write their comparative forms.

Short adjective	Comparative form

3 Find two superlative forms in the text and write one example for each.

.....

.....

4 Write the missing information in the table.

	Comparative		Superlative
	"than"	"as…as"	
Short Adjective			
Long Adjective			

5 Write examples using comparative and superlative forms of short and long adjectives.

.....

.....

.....

.....

.....

.....

.....

asc

Adjectives: Position and Order

1 **Decipher the words and find out the order in which to write adjectives before a noun. The first letter is already there.**

N.....	O.....	S.....
A.....	S.....	C.....
		quali +
N.....	M.....	Q.....

2 **Make a table in your worksheets. Use the categories you deciphered in Activity 1 as headings. Write as many adjectives as you can under each heading for a minute. Compare your table with a friend.**

3 **Write three sentences using at least three adjectives in the right order.**

1. An object you love .....
.....
2. Your best friend .....
.....
3. A dreadful situation .....
.....

asc

1 Write the correct form of the adjectives in the box.

safe	potential	acceptable	good	cautious
important	extreme	practical	invasive	nefarious

Some organizations believe that private use of drones could lead to a society in which people's daily activities are monitored, tracked, and recorded. This is one of the [1]..... possibilities, but privacy is a concern. Wouldn't you mind if a classmate used a drone to take photos of you through the windows in your house? What if you didn't answer your phone and your parents used a drone to check on you? Which uses of drones are the [2]..... ? Which uses are the least [3]..... to your privacy? Asking these questions is [4]..... as the answers because if we don't involve ourselves in the process, politicians may write laws and regulate drones as they see fit.

The government in the United States has warned about the [5]..... misuse of hobbyist drones. They have pointed out that drones may be used for things [6]..... as terrorism or assassination. With this in mind, should hobbyist drones only be allowed to be used for [7]..... purposes like taking photos? Perhaps the [8]..... idea is to only let hobbyists with a license use drones. A more [9]..... idea would be to ban all hobbyist drones. What seems like the [10]..... idea to you?

Compared to What?

1. Get in teams of five.
2. Fold a white sheet of paper in half 4 times until you get 16 smaller pieces.
3. Cut out the pieces and write two negative and two positive attributive adjectives about drones regarding the following for each of them:
    a. the physical characteristics of drones
    b. drone technology
    c. the use of drones
    d. the cost of drones
4. Fold a blue sheet of paper to cut eight smaller pieces out and write "Comparative" on four of them and "Superlative" on the other four.
5. Shuffle the pieces of paper with the adjectives and place them face down on the table.
6. Shuffle the pieces of paper with the words "Comparative" and "Superlative," and place them face down on the table.
7. Take turns taking one of each and saying a sentence using the adjective about drones to make a comparison to any other object or human characteristic. Use the adjective in the comparative or superlative, according to what it says on the piece of paper you take.
8. If your sentence is correct according to your teammates, you keep the pieces of paper.
9. The student with the most pieces of paper is the winner.
10. You can play the same game describing other objects or people.

2 **Put the adjectives in parentheses in the correct order to complete the sentences.**

1. The website sells .... (plastic, new, wonderful) parts for drones.
2. He said that many .... (important, American) politicians are concerned about hobbyist drones.
3. They saw a .... (black, large, round) drone above the building.
4. She thinks drones are .... (metal, interesting) machines.
5. The military thinks drones are a .... (clever, new, modern) solution.
6. The .... (French, yellow) drone won the competition due to its speed.
7. Suddenly, the .... (Italian, white, large) plane hit the drone and smashed it to pieces.
8. The .... (old, handsome, nice) man answered our questions about UAVs.
9. Some .... (young, reasonable) people are concerned about how drones should be regulated to protect their privacy.
10. Drones can easily take photos of people in .... (glass, tall) buildings.

3 **Unscramble the adjectives in parentheses. Then, complete the sentences with the correct comparative or superlative form.**

1. Some types of drones are ..... than others. **(eyhav)**
2. The ..... drone can lift up to 2,400 grams. **(sogtrn)**
3. This drone is not as ..... he told me it was. **(eixnspeve)**
4. Security is a ..... purpose for drones than lifting. **(leisabut)**
5. This drone can be controlled from as ..... 15 kilometers away. **(afr)**
6. Hobbyist drones are ..... to fly than military drones. **(yeas)**
7. Navigating drones' outdoors is not as ..... it is indoors because GPS sensors don't work very well inside buildings. **(fulidictf)**
8. The ..... altitude that the drone reached was 3,950 miles above sea level. **(hhig)**

1 Listen and mark the correct answer.

1. Stationary can be defined as…
   a. pulled by gravity
   b. not moving
   c. remaining grounded

2. It is true that gravity…
   a. allows objects to move from one place to another
   b. allows objects to stay grounded
   c. allows objects to fly off.

3. It is not true that gravity…
   a. pulls objects towards each other
   b. depends on the objects' mass and distance
   c. pulls the Moon towards the Sun

4. Thanks to the study of gravity…
   a. engineers and mathematicians can work
   b. physicists can use their theorems
   c. flying on airplanes is possible.

5. In a roller coaster…
   a. gravity and inertia are used to move a train
   b. gravity pulls the tracks down
   c. gravity is responsible if the tracks tilt up

6. Newton's second law of gravity states that…
   a. force is equal to mass multiplied by motion
   b. force is equal to mass multiplied by acceleration
   c. force is equal to mass multiplied by equilibrium

7. Gravity zero…
   a. develops artificial gravity
   b. is created by spinning turbines
   c. could be harmful

2 Write T if the statement is True, or F if it is False

1. ☐ Gravity states that all physical bodies are attracted to each other.
2. ☐ Because of gravity, a pencil falls on the floor when you drop it.
3. ☐ The force of gravity depends on the size of the objects.
4. ☐ The Moon's mass is larger than the Earth's.
5. ☐ Gravity pulls the Moon toward the Earth.

My Favorite Thing!

1. Play this game in teams of four.
2. Think about your favorite object. It could be something old that someone gave you or something new you just got.
3. Think about its color, size, shape, material, the country where it comes from, age, your opinion, and other people's opinions, and find an adjective for each of its characteristics.
4. When you have your sentence ready, say it to the rest of your team. They have to guess what it is. Remember to say the adjectives in the correct order.
5. Let them guess, and when someone guesses correctly, it will be his or her turn to talk about his or her favorite object.
6. When everyone has had a chance, select the best description and talk about that object all together. You can discuss who else has one, how it helps, what it does, how he or she got it, etc.

Main Properties of the Law of Gravity

Where are you right now? Sitting at your desk in class? Studying on a couch at home? Reading in a cafe? Why is it that your body is stationary, remaining in the chair? Why aren't you floating off toward your ceiling and into space?

The answer is gravity. Thanks to gravity, we are able to go about our everyday lives and stay grounded to the Earth. Gravity is a natural law that states that all physical bodies are attracted to, or pulled toward, each other. This means that when you jump and come back down, it is because the Earth is pulling you toward it. When you throw a ball, and it reaches your partner instead of flying off into the air forever, it is because of gravity. When you drop a pencil or a piece of toast, and it falls to the floor, it is because of gravity.

1. Where do you see gravity at work in your daily life? Give at least three examples.

2. If you threw a Frisbee into the air and there was no gravity, what do you think would happen?

Glossary

toward	in the direction of something or someone.
stationary	not moving; staying in one place.
ceiling	the top inside surface of a room.
grounded	kept on or near the ground; not floating or flying.
attracted	pulled toward something by a natural force.

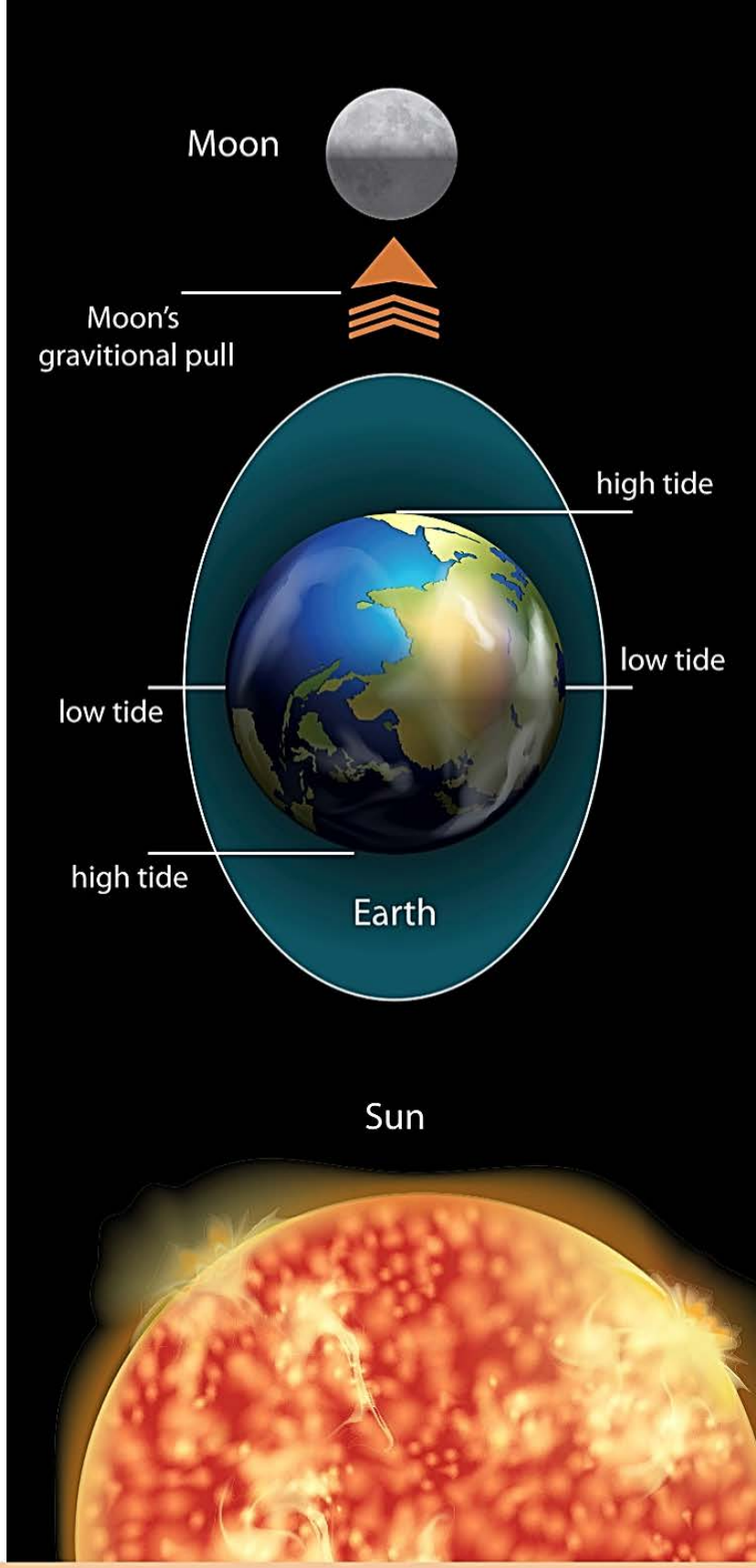
asc

Gravity draws two objects toward each other. The force of gravity on those two objects depends on the mass of the objects and their distance apart. The best example of gravity is our very own Earth, Moon, and Sun. The Earth revolves around the Sun because its mass is larger than the Earth's and pulls the Earth toward it. However, the Moon revolves around the Earth because Earth's mass is larger than the Moon's, and gravity pulls the Moon toward the Earth.

3. Look at the image. Can you explain why the tide level is higher on the sides of the Earth, which are closer to the Sun and Moon?

Although the idea of gravity has existed for many centuries, the study of gravity is still very relevant today. Engineers, mathematicians, and physicists use gravitational theorems in their work every day. Without the careful study of gravity, we would not be able to experience fun or necessary things in life, like roller coasters or airplanes.

4. Research: Who originally proposed a theory of gravity? In what ways did Newton and Einstein work on this theory? Today, is there only one theory of gravity?



draw	to pull or attract something toward a particular direction or place
revolves	moves in a circular path around another object.
mass	the amount of matter in an object, which affects how strongly it is pulled by gravity.
tide	the regular rise and fall of sea levels caused mainly by the gravitational pull of the Moon and Sun.
theorem	a statement or principle in science or math that can be proven through logic or evidence.

5. Experiment: Find two balls of the same size but with different masses (for example, a tennis ball and a rubber band ball of the same size). Stand on a ladder or stool and drop both balls at the same height at the same time. Did they hit the ground at the same time? At different times? Repeat the trial five times and record the results in your worksheets. Can you explain your results?

For both of these experiences, gravity is essential. The security of a rollercoaster depends on gravity. Engineers must design amusement park rides while calculating the weight of the ride, the weight of the people in the ride, the speed of the vehicle, and the distance from point A to point B in order to create a safe experience. A roller coaster is a machine that uses gravity and inertia to move a train along a track. Gravity pulls the cars on the roller coaster down. So, if the track slopes down, gravity pulls the car down, and the car accelerates. If the track tilts up, the force of gravity pulls the car down, and the car decelerates. So, gravity is responsible for the acceleration and deceleration that makes roller coasters so exciting.

Glossary

masses	the amounts of matter in objects, which affect how heavy they are and how gravity acts on them.
inertia	the tendency of an object to stay still or keep moving unless a force changes its motion.
accelerates	speeds up or increases in movement.
decelerates	slows down or reduces speed.
slopes	surfaces that are tilted or slanted, not flat or level.

Engineers must also take gravity into account when designing bridges. They must carefully balance upward and downward forces in order to ensure a bridge is as safe as possible for everyone who uses it. Newton's second law of motion states that force equals mass multiplied by acceleration. In the case of a bridge, the mass is the mass of the bridge along with all the vehicles and people on it. The acceleration, in this case, is gravity. Engineers must design structures to negate the downward force due to gravity. A careful equilibrium of upward and downward forces must be maintained for the bridge to function properly. Occasionally, this equilibrium is not maintained, which results in the bridge collapsing. The force of gravity on the human body is not as strong in space, which is why astronauts float in the space station. Unfortunately, being without gravity - "zero gravity" - for too long is quite harmful to those astronauts. For this reason, scientists are now experimenting with artificial gravity. They believe that by spinning turbines very fast inside the space station, they can create a fake force that acts like gravity. Whether or not this is possible, it is clear that our understanding of gravity today is more advanced than ever.

account	to consider or include something when planning or thinking about a situation.
negate	to cancel out or reduce the effect of something.
equilibrium	a state of balance between opposing forces or actions.
collapsing	falling down or giving way, usually due to structural failure.
artificial	made by humans rather than occurring naturally.

1 Create a semantic map of Reading 2.
Answer key questions like who, when, what, how, why, etc.
Use your map to talk about the topic with a partner.

1 **Find all the adjectives in the text and copy the sentence you found them in, but use a different comparative form or a synonym.**

.....

.....

.....

.....

.....

.....

2 **Write a definition or a synonym for each word.**

1. inertia .....
2. stationary .....
3. amusement .....
4. speed .....
5. slope down .....
6. decelerate .....
7. collapse .....

3 **Read the text again and write True or False.**

1. An object would be heavier on a larger planet, such as Jupiter. ..... .
2. Scientists follow gravitational theorems without questioning them. ..... .
3. Rollercoasters depend on gravity to function. ..... .
4. The force of gravity is considered when building bridges. ..... .
5. Not only astronauts experiment "zero gravity." ..... .

4 **Match the words to their definitions.**

1. ☐ Equilibrium
2. ☐ Negate
3. ☐ Collapse
4. ☐ Mass
5. ☐ Force

a. To make something have no effect
b. A physical quantity of how much matter something has
c. The result when something falls down or fails completely
d. A push or pull that can change the motion of an object
e. A state of balance

asc

1 **Complete the text using the correct form of the adjectives in the box.**

interesting	common	faster	efficient
exciting	popular	successful	thrilling

In 1901, English author H. G. Wells published his classic novel The First Men in the Moon, which included an imaginary metal called cavorite that negated the force of gravity. Since then, cavorite and other antigravity devices have captured the imaginations of curious children and adults. The idea of reducing or negating the effect of gravity is perhaps one of the [1] ..... features of science fiction. This is probably because it is one of the [2] ..... things to imagine. Imagine how different traveling would be if we could negate the effect of gravity. Traveling using antigravity technology would probably be [3] ..... and [4] ..... than how we travel now. Unfortunately, the reality of antigravity is [5] ..... the fantasy. According to Einstein's theory of general relativity and our current understanding of physics, antigravity is impossible. But, some physicists believe hypothetical particles called gravitons transmit gravitational forces. Gravitons have not been proven to exist, so many scientists are doubtful that antigravity could exist. Perhaps more scientific research in the future will show that antigravity is possible. There have been [6] ..... attempts at mimicking the effects of antigravity. For example, magnetic levitation can make objects appear to be floating in the air. In fact, the magnetic force counteracts gravity. An ionocraft is a device that produces thrust and can move objects without any moving parts. This is one of the [7] ..... science projects for students. While these methods of counteracting gravity are not [8] ..... the idea of an antigravity machine, they do produce effects that look similar to what we see in science fiction.

2 **Match the sentence parts and write the complete sentences in your worksheets.**

1.	Engineers need to be much		not as complicated as		ways to learn about the applications of gravity.
2.	Designing other buildings is		not as scientific as		Newton's laws of motion without some knowledge of physics.
3.	Riding roller coasters is one of		more careful		the force that pulls things down to the ground.
4.	It is		of gravity is		designing bridges.
5.	The theories about antigravity are		tried to put the laws		in designing bridges than other buildings because of gravity.
6.	The simplest definition		harder to study		of motion into simpler terms for the students.
7.	The professor		the most amusing		the theory of gravity.

3 **In your worksheets, write five sentences with at least three adjectives and five sentences with at least four adjectives in the correct order.**

Making Deductions

Four students are testing their pocket drones to see whose can go the farthest on 20 minutes of battery. Match each drone to its owner and determine its maximum speed and total distance. Read the clues and solve the puzzle.

Use the chart to put a cross **(x)** if the information does not correspond to the person. If the information corresponds to the person, draw a tick (√). When you draw a tick in a square, fill the rest of the column and line with crosses **(x)**.

- The drone with a high speed of 7.2 MPH went 4 fewer miles than Richard's drone.
- The drone that traveled 52 miles was not the one with a high speed of 7.4 MPH, the drone with a high speed of 8.1 MPH, or the one with a high speed of 7.2 MPH.
- Omar's drone traveled 5 fewer miles than Sally's.
- Sally's drone had a high speed of 81 MPH.

	Dany	Omar	Richard	Sally
52 miles				
56 miles				
57 miles				
60 miles				

6.7 mph	7.2 mph	7.4 mph	8.1 mph

6.7 mph				
7.2 mph				
7.4 mph				
8.1 mph				

In conclusion:

Distances	Drone Owners	High Speeds
52 miles		
56 miles		
57 miles		
60 miles		

Investigate and Report

1 Marble Roller Coaster!

1. Work in teams of three. Do some research about how roller coasters work and answer these questions:
   - How are the forces of energy, inertia, and gravity involved in keeping a rollercoaster on its tracks?

     .....

     .....

     .....

   - What are the two most frightening roller coasters in the world? Why are they frightening?

Rollercoaster		
Location		
Why is it frightening?		

   - Compare and contrast the roller coasters you researched.
2. Sketch your roller coaster on paper, label sections with "potential energy" and "kinetic energy".
3. Make your marble roller coaster using foam or plastic tubes (used for pipe insulation) and masking tape. Test and improve your design as needed. Give your roller coaster a name.
4. Place your roller coasters around the classroom and try them all with your marbles. Use the checklist and take notes.

Characteristic	Rollercoaster			
Longest track				
Most exciting loops or drops				
Fastest marble				

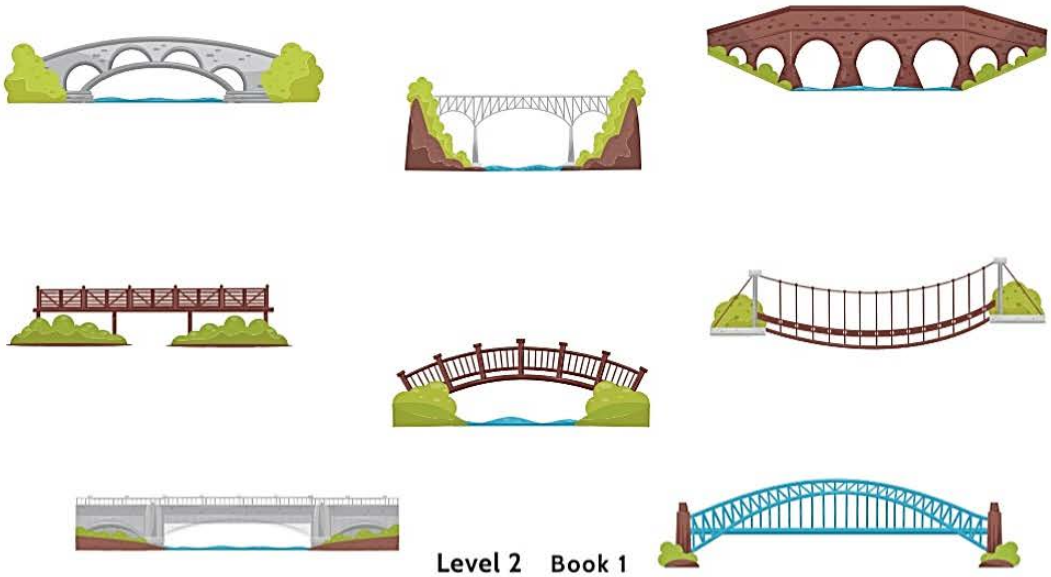
5. Write a short paragraph comparing three roller coasters.

2 Drones and Filmmaking

1. Work in pairs to explore the role of drones in modern cinema.
2. Investigate:
   a. How drones capture aerial shots and dynamic scenes.
   b. Examples of films that have employed drone footage.
   c. Advantages of using drones over traditional filming methods.
3. Take notes on your findings to share with the class.
4. Imagine you are both directors of a movie or documentary, and you are going to film everything with a drone.
   a. Decide if it's going to be a short story or a documentary.
   b. Write your movie script, including at least three scenes and the following:
      - Scene Heading: the description of the location
      - Action: events that are happening in the scene
      - Character's Appearance: if there is a character, mention when he or she appears in the scene
      - Narration: what the narrator is going to say during the scene

Scene			
Action			
Character appearance			
Narration			

      - You can create your own film and show it to the rest of the class.
5. Compare your movies and/or scripts and decide which one was the best. Consider the following:
   a. Best use of drone perspective
   b. Most creative storyline
   c. Best narration



1 **Five sentences have been removed from the text. Choose the most suitable sentences from the list A-G and write the letters in the boxes. There are two extra sentences that you won't need.**

The Most Famous Suspension Bridges

Suspension bridges have been used since the time of the Incas. [1] ☐ Suspension bridges are bridges that have suspension cables that support the roadway where people or vehicles cross from one side to the other. The Golden Gate Bridge in San Francisco is one of the longest suspension bridges in the world today. This bridge has a main span of 1,280 meters. It was completed in 1937 and remains one of the most famous attractions in San Francisco. The Golden Gate Bridge is about 220 feet above the water at high tide. Suspension bridges can be built very high so ships can pass underneath them. These bridges can be built in almost any location. The Brooklyn Bridge in New York is one of the oldest suspension bridges in the United States. The Brooklyn Bridge was completed in 1883 to connect Manhattan and Brooklyn. [2] ☐.

The longest suspension bridge in Japan is the Akashi Kaikyo Bridge, also known as the Pearl Bridge. The Akashi Kaikyo Bridge was designed to withstand earthquakes, high-speed winds, and strong sea currents. About 300,000 kilometers of cable was used to build this bridge. [3] ☐ Visitors can take tours of this impressive bridge and walk on the Maiko Marine Promenade. The Maiko Marine Promenade is a passageway under the bridge's roadway that people can walk on and see the interior of the bridge. Suspension bridges like the Akashi Kaikyo Bridge can span a long area proportionally, depending on the amount of materials required to construct these bridges. [4] ☐ They are also relatively easy and cheap to maintain.

[5] ☐ High wind can damage these bridges, as the collapse of the Tacoma Narrows Bridge in 1940 showed. While the materials required to build a suspension bridge are not costly, they do take a long time to design and build. The cost of engineers and builders can be very high for projects like this. The Akashi Kaikyo Bridge cost about $3.6 billion to build. Suspension bridges are also not the best bridges for heavy freight, and railroads cannot travel across suspension bridges. Each community needs to thoroughly evaluate its needs before deciding whether a suspension bridge is worth building in a particular location.

A There are also some disadvantages to suspension bridges.

B That is enough cable to circle the Earth about 7.5 times.

C This means that long suspension bridges need lots of different materials.

D Before they were built in Europe, the Incas constructed simple suspension bridges in the Andes.

E This also means they are less expensive than other types of bridges that require more materials.

F It is a popular bridge for people to walk across and take pictures of New York City's skyline.

G Suspension bridges need wind to prevent them from collapsing.

2 Read the text and choose the correct answer.

Dear Mr. Joseph Strauss,

After our meeting yesterday, I thought about the proposal to paint the bridge an appalling gray. That cannot happen. The San Francisco Bay is well known to me. Throughout the long golden afternoon, breezes from the blue bay caress the narrow strait of water between San Francisco and mainland California. But perhaps it is loveliest at the cool end of the day when, for a few breathless moments, faint afterglows transfigure the gray line of hills. The lights of the city and the shadows of the hills surround the water. After a day of work in San Francisco, I boarded the ferry and crossed the bay to go home.

These beautiful views are a daily reward for the hours I spend perfecting my architectural designs for the city. I know the bay well, and due to my knowledge of its beauty, I know the bridge must be painted international orange. The burnt red-orange color will withstand the salty air, be visible against the water and hills, and perfectly complement the beauty of the afterglows. I have found the perfect tone that is beautiful under all light conditions. Yes, the bridge must be this red-orange color. I shall find a durable paint for this purpose and convince everyone that this is the best choice for the Golden Gate Bridge and the city. This red bridge will be distinct from other bridges all over the world and perhaps one day will be an American symbol like the Statue of Liberty.

Yours respectfully,

Irving Morrow

1. What is the relationship between Irving Morrow and Joseph Strauss?
   a. Irving Morrow is Joseph Strauss' friend.
   b. Irving Morrow and Joseph Strauss are coworkers.
   c. Irving Morrow is a painter working for Joseph Strauss.
   d. Irving Morrow and Joseph Strauss are both sailors.

2. What does Irving Morrow think of painting the bridge gray?
   a. He thinks painting the bridge gray is a lovely idea.
   b. He thinks painting the bridge gray is a crazy idea.
   c. He thinks gray is a luxurious color for the bridge.
   d. He thinks gray is a disgusting color for the bridge.

3. In line 6, what do 'faint afterglows' refer to?
   a. The light from the Sun in the morning
   b. The light from the city
   c. The last rays of light from the sunset
   d. The light from the hills

4. What is Irving Morrow's profession?
   a. Architect
   b. Painter
   c. Ferry captain
   d. Joseph Straus' assistant

5. Which is NOT one of the reasons Irving Morrow gives to support painting the bridge a red-orange color?
   a. This color is beautiful under all light conditions.
   b. This color is similar to the lights of the city.
   c. This color can be easily seen when surrounded by the water and hills.

1 **In this chapter, you read about drones. Write an essay using the prompt below and all your notes, and give reasons for your point of view.**

> Drones have been used for war purposes, but they can also be used for entertaining purposes. How can they be used for positive purposes?

1. Your notes

2. Write about:
   - Different uses of drones
   - Positive and negative aspects of using drones
   - Your own idea

VOTES
FOR
WOMEN

1 **Answer the questions in pairs. Then, discuss with the whole group.**

1. Who can vote in our country?
2. At what age can people vote?
3. Do you know when women got the right to vote here?

2 **Mingle and ask as many partners as possible. Keep a record of the class poll. Then, share your findings in groups of 3. Share some thoughts with the whole group and why you agree or disagree.**

"People under 18 should vote."

"Prisoners should be allowed to vote."

"People should pass a test to vote."

"Voting should be required by law."

"People who don't pay taxes shouldn't be allowed to vote."

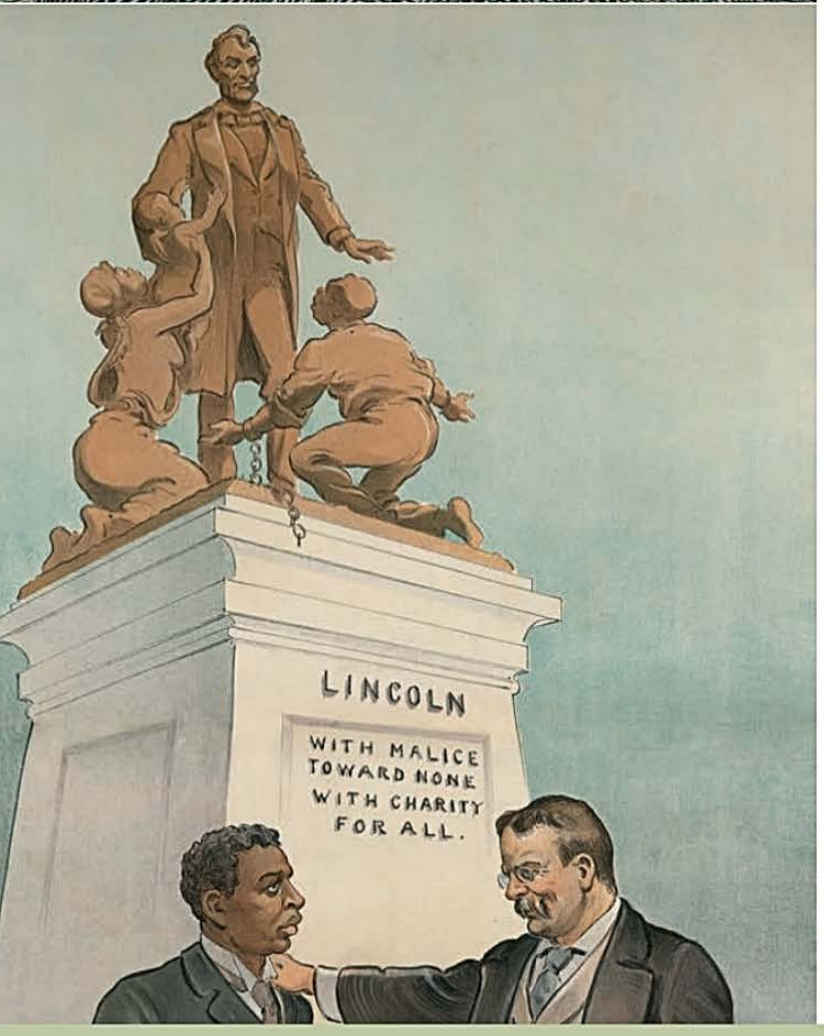
"People who cannot read or write should still be allowed to vote."

"Elections should be held online."

"Only people born in a country should be allowed to vote there."

3 **Give a number to each event in the order you think happened. Then check your answers in "Everyday English".**

1. ☐ The 19th Amendment is passed in the U.S. Women finally gain the right to vote.
2. ☐ Indigenous Australians are granted the right to vote in federal elections.
3. ☐ The United States Declaration of Independence is signed. Voting is limited to white, land-owning men.
4. ☐ New Zealand becomes the first country to grant women the right to vote.
5. ☐ The U.S. Voting Rights Act is signed into law.
6. ☐ Canada removes racial restrictions on voting.
7. ☐ Saudi Arabia allows women to vote and run for local elections for the first time.



The Right to Vote

The United States was not always as free as it is today. In 1776, when the founders were signing the Declaration of Independence, they allowed only white, land-owning men to vote for their representatives in government. At this time, restrictions on voting were popular in many countries, including the United Kingdom. In the United States, the practice of not allowing people to vote based on their financial status lasted for nearly one hundred years. Taxes, literacy tests, and violent threats discouraged African Americans from voting.

Even after Congress passed the Fifteenth Amendment, which ended lawful discrimination based on race, black Americans were not going to the polls. They did not count on officials to treat them fairly because most people continued to be prejudiced.

In other parts of the world, various groups were also excluded from voting for long periods of time. The Canadian government removed certain racial restrictions on voting in 1947. The indigenous people of Australia surpassed many obstacles to finally enjoy full participation in the electoral process.

Vocabulary List

Paragraph 1		Paragraph 2	
founder	a person who creates or establishes something that is meant to last for a long time (such as a business or school)	**lawful**	legal; permitted by law
land-owning	having land as property; legally possessing land	**poll**	the places where people vote during an election
allow	authorize; permit	**prejudiced**	having or showing an unfair feeling of dislike for a person or group because of race, sex, religion, etc.
tax	an amount of money people must pay to the government to pay for government functions	**restriction**	limitation
threat	a statement saying you will be harmed if you do not do what someone wants you to do	**indigenous**	native; domestic
discourage	inhibit; deter; dissuade	**surpass**	transcend; to go beyond the limit of

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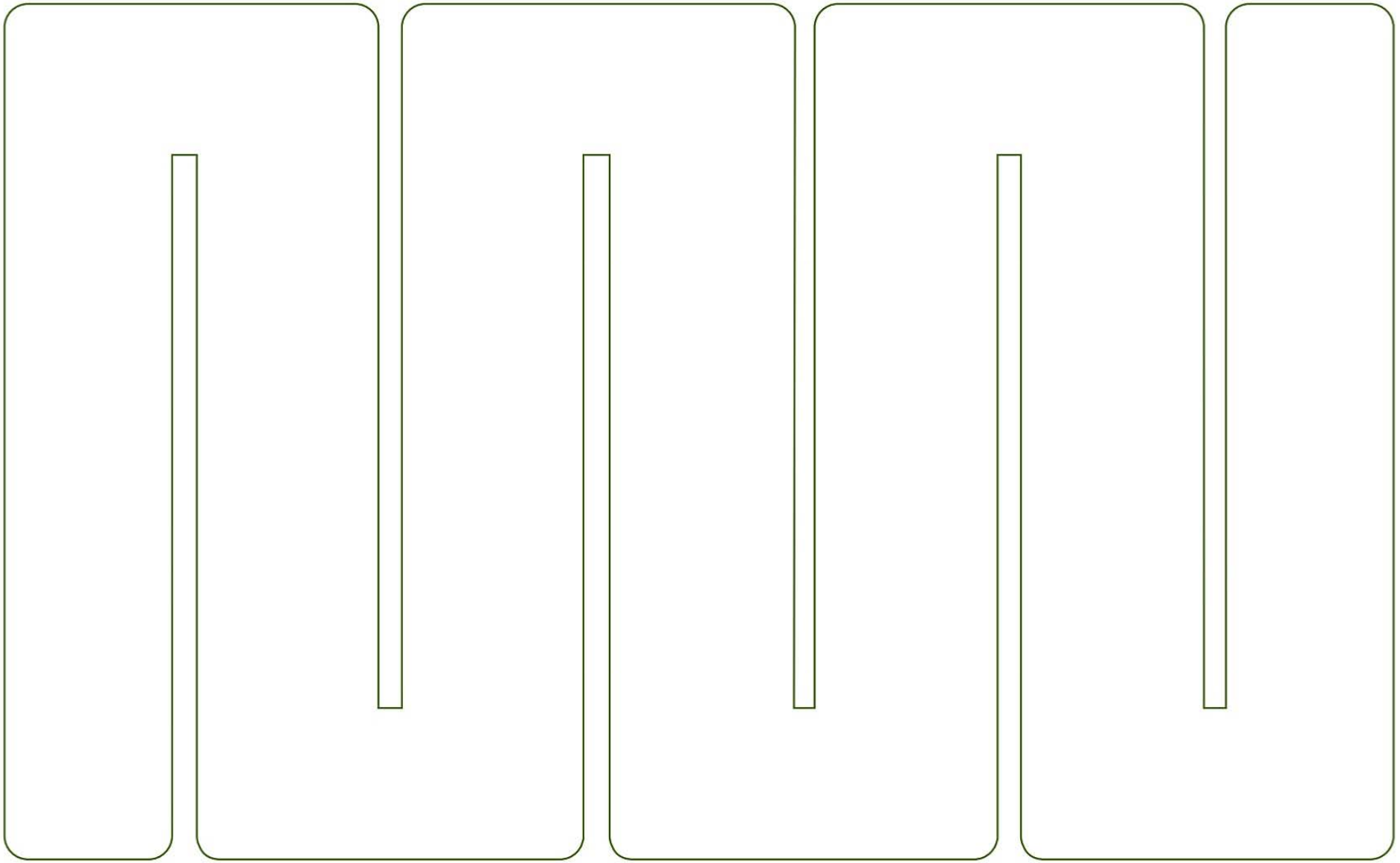
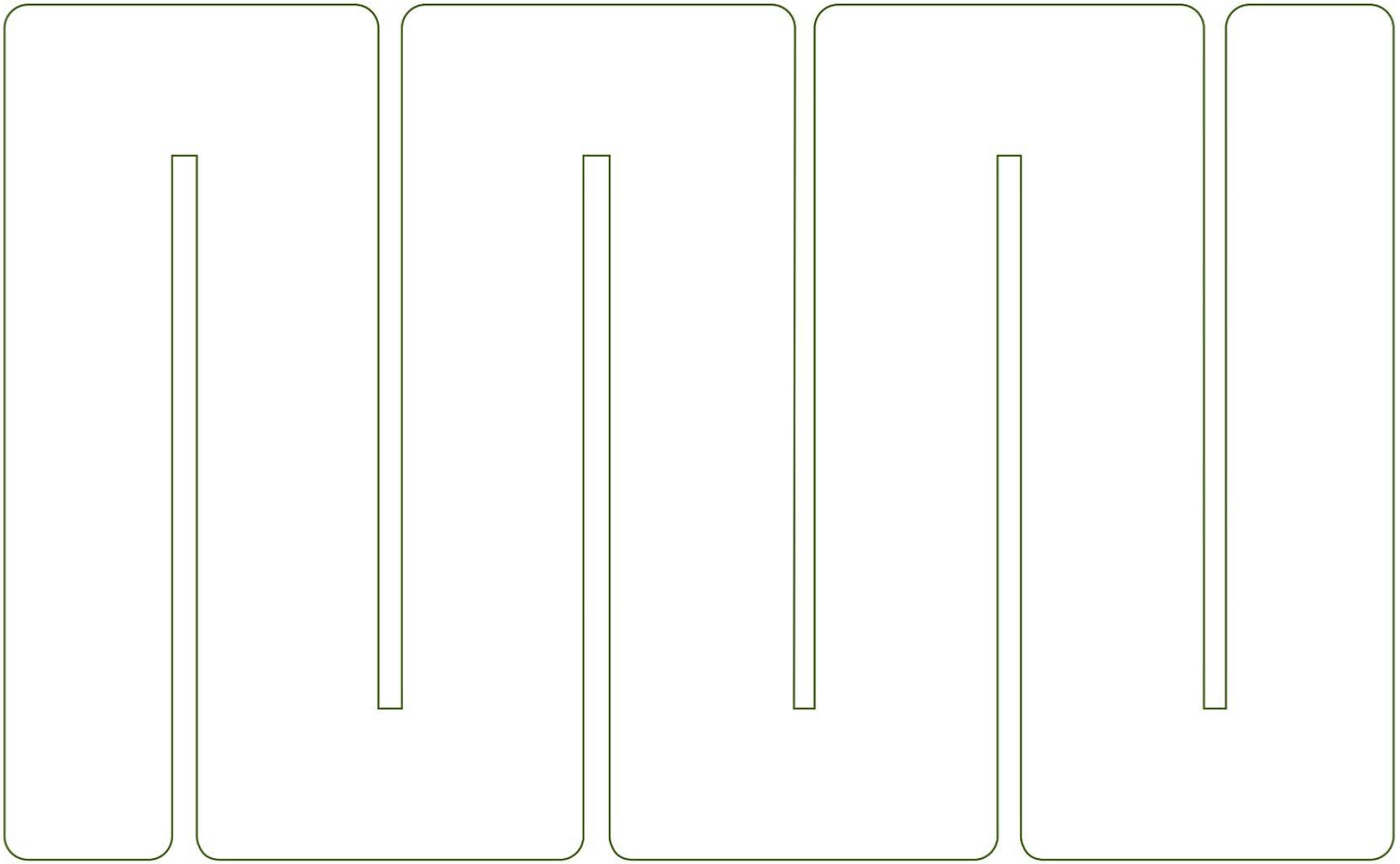
In the late nineteenth and early twentieth centuries, American women decided to not put up with their unjust treatment any longer. The National Woman Suffrage Association, led by Elizabeth Cady Stanton and Susan B. Anthony, worked to improve the lives of women. As they were marching, passing out literature and petitions, and holding meetings, they faced a lot of opposition from men who did not want to see women in power. By 1920, Congress signed the Nineteenth Amendment into law, which gave the vote to women in the United States.

Women in other countries also appealed to their governments to give them the right to vote. For instance, Hermila Galindo stuck up for women in Mexico. Today, discrimination based on race, gender, sexual orientation, age, and more still exists. But with more advocacy groups than ever, governments are continually reforming laws to be more equitable.

Paragraph 3	
to put up with	tolerate, endure
unjust	not fair or deserved; not just
suffrage	the right to vote in an election
hold	to cause (a meeting, class, sale, etc.) to take place
face	to be confronted by (something)
sign	to write your name on (something) especially to show that you accept, agree with, or will be responsible for something

Paragraph 4	
appeal	to ask for something (such as help or support) in a serious way
right	something that a person is or should be morally or legally allowed to have, get, or do
stick up for	to defend (someone) against attack or criticism
advocacy	the act or process of supporting a cause or proposal
reform	amend; fix; improve
equitable	having justice, honesty, and freedom from bias and discrimination





1 **Read the text and answer the questions.**

1. What did denying suffrage mean for minorities and women? How did it affect them socially, politically, and economically?

2. Define "discrimination."

3. Why do you think discrimination endured even after slavery ended in the United States?

4. In the U.S. today, the official voting age is eighteen years old. Do you agree with this policy? Why or why not?

5. Is there still discrimination today? If so, in what way?

6. Imagine you are a woman in 1918. Write a letter to a government representative who argues why you should have the right to vote.

7. Make a timeline that includes important breakthroughs in voting.

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1 **Read the sentences and choose the correct synonym to replace the italicized words in the sentences.**

1. On Friday, the company is going to have a special celebration, and we are inviting the people who started the company
   a. starters b. founders. c. employers
2. Feudalism was a social system that existed in Europe during the Middle Ages in which people worked and fought for nobles who gave them protection and the use of land in return.
   a. honest people b. generous people c. land-owning people
3. The teacher said she would tell his parents, but he knew it was an empty promise.
   a. threat b. contract c. obligation
4. People said the politician was bigoted after making some offensive comments.
   a. disliked b. nationalist c. prejudiced
5. Her work in class regularly exceeds all expectations.
   a. surpasses b. better c. overstepped
6. The right to vote is confined by the constitution to adult male citizens who have resided in the state for one year.
   a. suffers b. voting right. c. suffrage
7. That political party is known for supporting the indigenous minority population.
   a. their advocacy of b. approve c. approval
8. At the trial, the lawyers fought for a fairer distribution of funds.
   a. more equitable b. increased c. different

2 **Match the phrasal verbs to their synonyms. Write the letter next to the number.**

1. ☐	break down	a.	discontinue/discard
2. ☐	bring up	b.	help
3. ☐	check out	c.	investigate
4. ☐	chip in	d.	onsider inferior
5. ☐	do away with	e.	oppose
6. ☐	end up	f.	suffer without
7. ☐	find out	g.	discover
8. ☐	go against	h.	eventually
9. ☐	go without	i.	divide
10. ☐	look down on	j.	raise

3 Write nouns and adjectives using the word as a root.

	Verb	Adjective
restriction		
declaration		
government		
threat		
power		
various		
improvement		
discrimination		

4 Write a synonym and a sentence for each phrasal verb.

Synonym	Phrasal Verb	Example
	make up	
	look up to	
	put up with	
	look forward to	
	put off	
	run out of	
	put together	
	look out	

5 Write a verb for each picture. The first letter is already there.

S. . . . . .

A. . . . . .

E. . . . . .

S. . . . . .

M. . . . . .

D. . . . . .

D. . . . . .

R. . . . . .

V. . . . . .

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Past Simple and Past Progressive (Continuous)

1 **Read the sentence and answer the questions.**

> As they were marching, passing out literature and petitions, and holding meetings, they faced a lot of opposition from men who did not want to see women in power.

1. What form is the verb in after "were"?

   .....

   .....

2. Which action in the sentence indicates a longer action?

   .....

   .....

3. Which action in the sentence indicates an interruption?

   .....

   .....

4. What form is the verb in after "did not"?

   .....

   .....

2 **Write the information in the box under the correct heading.**

> The verb is in past tense in affirmative sentences
> Actions that finished at a definite time in the past
> We use the words "was" and "were" as auxiliaries in all forms
> Two actions happening at the same time
> We use the word "did" as an auxiliary in negative and interrogative sentences
> Something that was happening at a very specific time in the past
> An action that interrupts an ongoing action in the past
> The verb is in present participle (-ing form)

Simple Past	Past Progressive (Continuous)

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Phrasal Verbs

Phrasal verbs are two-word or three-word phrases consisting of a verb and a preposition or two prepositions. Normally, this gives the verb a new meaning.

1 **Find three phrasal verbs in the text and write them down. Write other phrasal verbs you know in box B.**

A	B

2 **Look up the meanings of the verbs without prepositions and look the meanings up with prepositions. Write them down. Are the meanings the same?**

Verb without preposition		Verb with preposition	
Verb	**Definition**	**Verb**	**Definition**
look	to stare toward something or someone	look out	to be vigilant and take notice

1 **Complete the sentences with the correct form of the phrasal verbs in the box.**

do away with	go without	end up	look down	find out
check out	break down	chip in	go against	bring up

1. In many countries, children are now ..... to believe that voting is a basic human right.
2. In the past, the U.S. government ..... a person's financial status to see if that person was allowed to vote or not.
3. Our teacher ..... the list of countries ..... into countries that allow women to vote and countries that do not.
4. After a long time, the U.S. government ..... the policy of only allowing white, land-owning men to vote.
5. Despite the Fifteenth Amendment, many black Americans ..... voting because they were still discriminated against.
6. We ..... that a clown named Grumpy was elected to Brazil's Congress in 2010.
7. Many women ..... to organize events for the National Woman Suffrage Association.
8. Susan B. Anthony ..... many powerful men in her campaign for women's rights.
9. Many people ..... the right to vote in Canada until 1947.
10. The government of Australia ..... indigenous people for a long time.

2 **Choose the correct option.**

Women's Suffrage in Mexico

In 1916, the NAWSA [1](was campaigning/campaigned) for women's voting rights in the U.S. What [2](happens/was happening) in Mexico then? In 1916, women's rights advocates [3](was holding/held) two feminist congresses, where they [4](were discussing/discussed) suffrage and other important issues. Many Catholic women were conservative, and [5](didn't support/supported) changing the role of women. They [6](were believing/believed) that women should be mothers and wives, and [7](weren't accepting/didn't accept) modern ideas. Radical women, like Hermila Galindo Acosta, [8](thought/was thinking) that the Catholic Church [9](controlled/had controlled) women. She [10](wrote/was writing) about this in her magazine La Mujer Moderna. During Lazaro Cardenas presidency, women [11](were demanding/ demanded) an amendment to Article 34 of the Mexican Constitution giving them the right to vote. In 1937, this amendment was introduced and ratified. Unfortunately, Congress never [12](was declaring/declared) it to be law, so women's fight for suffrage rights continued. While women in the U.S. [13](voted/were voting) after 1920, women in Mexico [14](were still struggling/were struggled) for the right to vote. Finally, women were granted the right to vote in municipal elections in 1946.

Act It Out!

1. Work in teams of three.
2. Come up with creative situations that can be acted out with the following phrasal verbs.

wake up	watch out	call off	come up with	fall apart	get along
get away with	break up	get over	give up	hold on	look after
pass out	pull over	put off	put up with		

3. Write the situations on different cards using the phrasal verb.
   He came up with the idea of going to the beach.
4. Switch your cards with another team.
5. Take turns taking one of the cards and acting out the situation for the rest of the players to guess the action. They have to say the phrasal verb to score a point.
6. Keep playing until there are no more cards.
7. The player with the most points wins the game.

3 **Rewrite the sentences using the correct form of the verbs in parentheses and adding the correct preposition(s).**

1. Many people were excited about a future with greater equality. **(look)**

2. People have a lot of respect for leaders like Susan B. Anthony. **(look)**

3. It sounds like someone lied about the story about a clown named Grumpy being elected in Brazil, but it's true. **(make)**

4. The local politician postponed the meeting until the following week. **(put)**

5. The advocacy group organized a plan to hold a protest. **(put)**

6. Women refused to tolerate inequality and demanded equal rights. **(put)**

7. Eventually, the opposition had no excuses left and let everyone vote in the elections.

1 Listen and choose the correct answer.

1. Before the Industrial Revolution manufacturing relied on...
   a. improvements b. harvesting c. people

2. The Industrial Revolution...
   a. allowed the progress that we have today
   b. was characterized by old ways of production
   c. began in the nineteenth century

3. It is true that the Industrial Revolution started...
   a. in the United States b. in Great Britain c. all around Europe

4. The chain reaction effect of the Industrial Revolution...
   a. went from the United States to Japan
   b. created a revolution
   c. improved elements of life for families.

5. What is it that allowed faster transportation?
   a. Improvements made to the engine by James Wyatt
   b. Improvements made to the steam engine
   c. Both answers

6. To produce yarn faster...
   a. the spinning jenny was used
   b. the distaff and the spindle became part of the spinning wheel
   c. the spinning wheel was invented

7. To make yarn before the Industrial Revolution...
   a. people spun wool by hand, wrapped it around the distaff, and a spindle
   b. people spun wool by hand and produced yarn fast
   c. people used a wheel like that of the Sleeping Beauty

8. Because of the quick production of thread...
   a. cloth became very expensive
   b. other innovations in the textile industry were possible
   c. power looms produced less goods in other industries

9. It is a fact that the power loom revolutionized...
   a. innovations b. the spinning jenny c. textiles

10. In the sentence, "Their wages were low…". What is the meaning of wages?
    a. Salary b. Laborers c. Negative effects

2 Listen and fill in the gaps with the correct word or word phrase.

1. Sadly, the revolution had many ..... effects as well.
2. ..... were not treated well.
3. They were forced to work ..... or ..... hours a day or risk losing their jobs.
4. ..... was also common during this period.
5. They paid children ..... than adults.

Questionable Stories...

- You will need 24 cards.

1. Play this game in teams of four. Write twelve common actions on your twelve different cards. For example, go to the movies, have dinner, go out with my friends, etc.
2. Write twelve actions that are not that common on the other twelve cards. For example, parachute over New York, riding a pony, hopping on one foot, etc.
3. Give your cards to another team and take the other team's cards.
4. Without looking at the cards you got, shuffle them and give them out evenly.
5. Look at your cards, but don't let others see them.
6. The first player must ask the player on the right: "What were you doing at 7:00 a.m. yesterday?" The player must answer using one of the actions on his or her cards.
7. If the answer is convincing (For example, "I was having breakfast."), the player can get rid of that card.
8. If the answer is questionable (For example, "I was parachuting over New York.") the rest of the players must ask other questions. For example: Why were you parachuting over New York?"
9. If the player can give a convincing explanation, he or she can get rid of that card. Otherwise, he or she must keep the card.
10. The next player asks a question using a different time of the day.
11. When one player gets rid of all his or her cards, the game is over.

Previous Knowledge

1776 – The United States Declaration of Independence is signed. Voting is limited to white, land-owning men.

1893 – New Zealand becomes the first country to grant women the right to vote.

1920 – The 19th Amendment is passed in the U.S. Women finally gain the right to vote.

1947 – Canada removes racial restrictions on voting.

1965 – The U.S. Voting Rights Act is signed into law.

1962 – Indigenous Australians are granted the right to vote in federal elections.

2015 – Saudi Arabia allows women to vote and run for local elections for the first time.

The Industrial Revolution and Its Impact on Mass Production

The house you live in, the car you drive, and the electronics you use every day were all made possible by the Industrial Revolution. Beginning in the eighteenth century and lasting until the early nineteenth century, this period in history was characterized by rapid improvements in manufacturing. The Industrial Revolution transitioned from old ways of production – like hand sewing, canning goods individually, and harvesting crops by hand – to new ways that rely on machines. Some of these methods are still used today.

1. Explain how using methods of mass production is more efficient than producing goods by hand.

Though it began in Great Britain, the revolution quickly swept through continental Europe, the United States, and even as far as Japan. It changed every part of life in these countries. Clothing and other goods became cheaper, so more people bought them. Food and medical drugs were more accessible, which meant that populations were healthier and lived longer. In this way, the Industrial Revolution created a chain reaction effect. Because the elements of living were cheaper, families began to have more children, and the population doubled within just a few decades. The middle class emerged for the first time.

Glossary

characterized	described or identified by specific features, qualities, or traits.
mass production	the process of making large quantities of the same product quickly and efficiently.
transitioned	changed from one state or method to another.
efficient	achieving results with little waste of time or resources.
accessible	easy to obtain, use, or reach.
emerged	came into view, became known, or appeared from a hidden or unknown state.

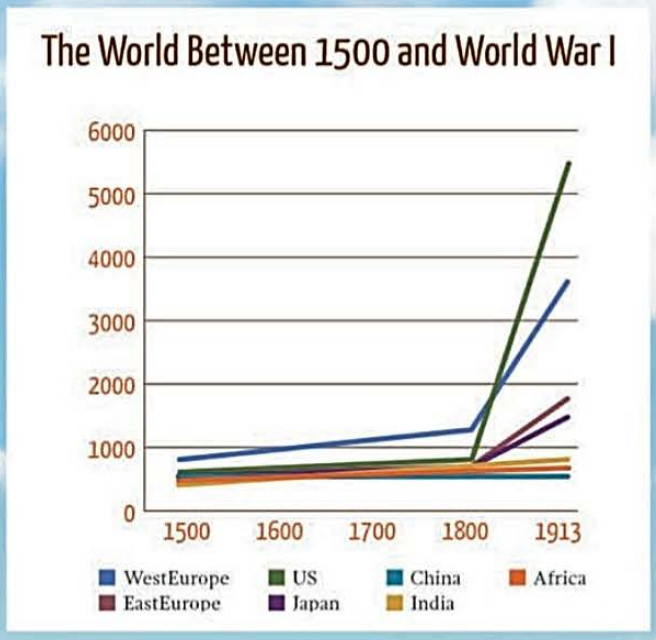
2. Look at this chart that describes the annual Gross Domestic Product (per capita) of the countries represented. What do you think accounts for the difference between nations?

3. Economics explains that goods are cheaper when they are mass-produced. Can you explain why?

4. Based on the context, what do you think the phrase "chain reaction" means?

How was all of this made possible? Improvements made to the steam engine played a big role. Those improvements allowed the engine to be used for many new, diverse purposes, such as trains and boats. Engineer James Watt made essential changes to the engine so that it used only a quarter as much coal as it did previously. This allowed faster transportation at lower costs.

5. Imagine that you are a young worker riding a steamboat down the Mississippi River for the first time. Write a letter to someone back home describing your experiences.



accounts for	explains the reason for something or why something happens.
gross domestic product (GDP)	the total value of all goods and services produced within a country in a specific period.
per capita	a Latin term meaning "per person."
diverse	showing a variety or made up of different types.
essential	very important or necessary.
transportation	the movement of people or goods from one place to another.

The spinning jenny was also an important invention that started the revolution. Do you know how people produced yarn before the Industrial Revolution? Before the Industrial Revolution, people made yarn by spinning wool by hand. People took wool and wrapped it around a tool called a distaff, and then they pulled the wool and shaped it into yarn and wrapped that yarn around a tool called a spindle. The distaff and spindle were replaced by the spinning wheel, a simple machine that allowed people to produce thread much faster. There are many cultural references to spinning wheels, the most popular of which is the story of Sleeping Beauty. Spinning wheels just had one spindle and produced one spool of yarn or thread at a time. The spinning jenny was like a spinning wheel, but it had multiple spindles and produced several spools of yarn at a time.

6. Research: Why is the process of spinning wool by hand connected to deities in ancient civilizations? Why do you think people saw the distaff and spindle as symbols? What is the spinning wheel a symbol of? Write a paragraph defending your conclusions to these questions using details you found in your research.

Now that thread could be produced quickly and more inexpensively in large quantities; it was possible for other innovations in the textile industry. Following the invention of the flying shuttle by John Kay in 1733, the invention of the power loom in 1785 by Edmund Cartwright revolutionized how textiles were produced. Cloth could be produced quickly and relatively inexpensively with power looms. This would have been impossible without the invention of the spinning jenny. There were many more advances that

Glossary

distaff	a tool used in traditional spinning to hold unspun fibers like wool.
spindle	a rod used to twist and wind thread or yarn in hand spinning.
spinning wheel	a simple machine that spins fibers into thread more quickly than by hand.
spinning jenny	a machine invented during the Industrial Revolution that could spin multiple spools of thread at once.
textile	a type of cloth or woven fabric, especially one produced by machines.
power loom	a mechanical device that weaves thread into cloth automatically, making production faster and cheaper.

reduced the cost and time to produce goods in other industries during the Industrial Revolution.

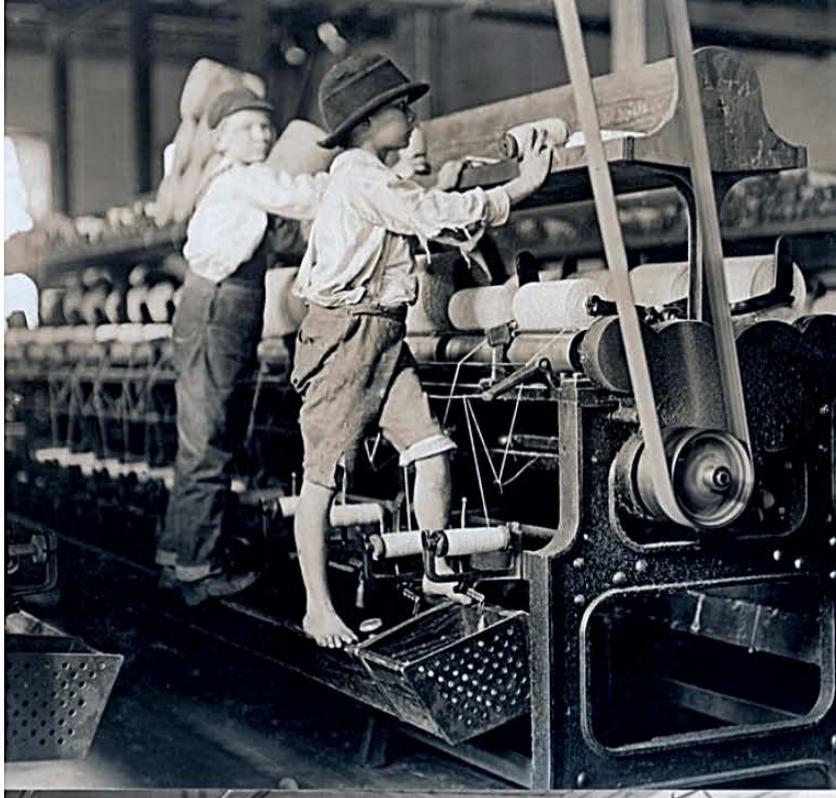
7. Research: The steam engine and the spinning jenny were not the only inventions that made the Industrial Revolution possible. Find at least two more inventions and write a paragraph about how they improved manufacturing.

Sadly, the revolution had many negative effects as well. Laborers who were working in the factories were not treated well. Their wages were low, and they were forced to work ten to twelve hours a day or risk losing their jobs. Some employers provided housing and food for their employees, but the conditions were unclean and caused many workers to fall ill.

8. If you were a laborer in these terrible conditions, what would you do to improve your standard of living? What type of organization was created in response to these conditions?

Child labor was also common during this period. Employers used children for jobs that required smaller bodies than adults, like pulling a cart of coal through a very narrow shaft. They also paid children less than adults and beat them for punishment. Using child labor continued to be legal through the nineteenth century in the United States, though it still exists around the world today.

9. Based on what you know about the working conditions during the Industrial Revolution, do you think that the improvements made during this time were worth it? Why or why not?



laborers	people who do physical work, especially in factories or construction.
wages	the money workers are paid for their labor, usually by the hour or day.
unclean	dirty or not hygienic; can lead to illness or infection.
shaft	a narrow, vertical or sloping passage, especially in a mine.
standard of living	the level of wealth, comfort, and access to goods and services a person or group has.
punishment	a penalty given for breaking a rule or doing something wrong.

1 Create a semantic map of Reading 2.
Answer key questions like who, when, what, how, why, etc.
Use your map to talk about the topic with a partner.

1 Write three words from the text under each heading.

1. Verbs in the past	2. Phrasal verbs	3. Gerunds used as nouns
4. Adjectives	**5. Adverbs made of adjectives**	**6. Words you don't know**

2 Make a crossword puzzle.

- Compare your words with a friend.
- Find out if he or she knows the words you don't know.
- Create a crossword puzzle with the six words your friend and you wrote in number 6. You can use examples, meanings, or synonyms.
- Exchange your crossword puzzles with another pair and solve the one you get.

3 Complete the table.

Cause	Effect
	Improvements in manufacturing.
It became cheaper to buy necessities and buy some products.	
Changes to engines.	
Innovations in the textile industry.	
	Families have more children.

4 Write six questions about the text. Give them to a friend and answer his or hers.

	Questions	Answers
1.		
2.		
3.		
4.		
5.		
6.		

1 Complete the text with the correct form of the verbs in parentheses.

What [1] ..... **(happen)** in Latin America while the Industrial Revolution 2 ..... **(industrialize)** Europe and the U.S. in the nineteenth century? While there was some industrialization in Latin America during this time, it did not have major social effects like in Europe and the U.S. With advances in manufacturing and other industries, the economies of Europe and the U.S. [3] ..... **(need)** food products and materials from Latin America. So, Latin American businessmen [4] ..... **(export)** many products to the U.S. and Europe. The invention of steamships [5] ..... **(enable)** ships from Latin America to reach Europe twice as fast as before.

Why didn't an Industrial Revolution occur in Latin America? While the Industrial Revolution [6] ..... **(make)** rich people richer, it also [7] ..... **(create)** new jobs and [8] ..... **(help)** many workers afford a more comfortable life. Merchants, shopkeepers, and accountants earned more money and spent it on things like furniture, clothing, and their children's education. They [9] ..... **(become)** known as the middle class of society since they were not poor and not rich. In Latin American countries during this time, sometimes 90% of the population was poor. This [10] ..... **(mean)** that there was not a large market for manufactured goods in Latin America.

The rich people in Latin America [11] ..... **(make)** a lot of money exporting goods to Europe and the U.S., and these economic elite [12] ..... (not have) a financial incentive to invest their money in manufacturing products in their home countries. This [13] ..... **(lead)** to Latin American economies, depending on the prosperity of European nations and the U.S. Foreign investors [14] ..... **(become)** more and more involved in Latin American governments. For example, people from the U.S. repeatedly [15] ..... **(interfere)** with the governments of Cuba, Haiti, the Dominican Republic, Nicaragua, and Mexico to protect their own interests there.

2 Replace the words in bold with the correct form, one of the verbs in box A, and one or two prepositions from box B.

A	B
look think bring	up out back
find run make try	of forward off
go put	without with to down

1. When we remember ..... how children were used as workers in the Industrial Revolution, we understand that this was a mistake.
2. During the Industrial Revolution, people tested ..... new methods of manufacturing products.
3. When people discovered ..... more efficient ways of producing goods, they had an advantage because they could produce those goods for a lower cost.

4. Even though many products were cheaper than before, many poor people still had to suffer without ..... many products we think of as necessities today.
5. Laborers tolerated ..... horrible working conditions to keep their jobs.
6. When a factory had no more ..... supplies, more had to be found quickly so laborers could keep working.
7. People admired ..... inventors like Edmund Cartwright.
8. People who lived during the Industrial Revolution were raised ..... to accept child labor.
9. He thought the teacher invented ..... the story about factory workers, but it was true.
10. Members of the middle class liked to go on vacation ..... for a week or two.
11. Members of the middle class were excited about ..... living more comfortable lives.
12. Many factory owners postponed ..... improving their factories until they made more money.

Paraphrasing

1 **Read this fable by Aesop and write what it means to you and its applications to daily life.**

The Miser

A miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall and went to look at daily. One of his workmen observed his frequent visits to the spot and decided to watch his movements. He soon discovered the secret of the hidden treasure and, digging down, came to the lump of gold and stole it. The Miser, on his next visit, found the hole empty and began to tear out his hair and make loud lamentations. A neighbor, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so, but go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service, for when the gold was there, you had it not, as you did not make the slightest use of it."

Meaning:
Application:

2 **Compare what you wrote with a friend.**

Investigate and Report

1 Inventions of the Industrial Revolution

1. Work in pairs.
2. Choose one of the inventions on the website (e.g., steam engine, spinning jenny, telegraph, sewing machine). You can use the online references in your digital course.
3. Do some research considering the following and write in the space provided:
   - Basic characteristics (What is it? How does it work?)
   - Inventor's name and the date of invention
   - Historical importance (What did it change in people's lives or in the world?)
   - Where did you find the information? (List 2–3 sources)

4. Create a digital presentation describing the invention and explaining what changed after this invention. Include:
   - A title and the name of the invention
   - Who invented it and when
   - How it works (with a simple diagram or image)
   - Why it was important for society
   - What changed because of it (e.g., work, transportation, communication)
   - A slide with your sources

5. Share your presentation with the rest of the class.
   - Each pair presents their slides to the class.
   - Speak clearly and explain the invention in your own words.
   - Classmates can ask one question after each presentation.

6. As a class, discuss:
   - Which invention had the biggest impact on the world?
   - Which one would you like to use today?
   - Individually, write a short paragraph:
   - "The invention I found most interesting was ..... because..."

2 Equity and Equality

1. Individually, do some research about the differences between equity and equality.
2. Make two big groups in your classroom.
   - Group A:

Work in pairs and do some research about the groups in your country that don't have equal rights. Feel free to look for other sources to get your information.

   - Group B:

Work in pairs and do some research about the actions people in your country are taking to create equal rights. Feel free to look for other sources to get your information.

3. You can use this table to have all your notes ready.

My opinion:	
Source 1:	
Facts:	
Source 2:	
Facts:	

4. Hold a group discussion
   - Group A should sit together facing Group B.
   - The teacher will be the moderator.
5. All students will write PRO and CON on different cards. You can show your card when you want to speak.
6. The discussion will be about these two questions:
   - Do all people have the same rights in our country? **(Equality)**
   - If we are all different, why do we have the same rights? **(Equity)**
7. Remember to be polite and listen to others while the discussion is taking place.

1 **You'll hear five different people talking about innovation and industry.**
For questions 1-5, choose from the list of their views on innovation and industry. Use each option only once. There is one extra option which you do not need to use.

A Advances in technology definitely cause temporary unemployment for some workers.
B Innovation has too many negative effects on workers, and workers should resist technological innovation in the workplace.
C Innovation has both positive and negative effects on workers, but workers are overall better off because of technological innovation.
D Innovation eliminates many jobs that never return.
E Innovation eliminates many jobs but creates at least as many jobs as were originally eliminated.
F Innovation has positive effects on workers.

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

2 **Listen again. For questions 6-13, write true or false next to each statement.**

6. According to the first speaker, the workers moved past the chassis on the assembly line. .....

7. According to the first speaker, people can order food at restaurants in Paris without talking to a person. .....

8. According to the second speaker, Model Ts were sold at lower prices than other cars. .....

9. According to the second speaker, welders at Ford factories lost their jobs in the 1980s. .....

10. According to the third speaker, today, workers have to lift the heavy parts of a car. .....

11. According to the fourth speaker, Highland Park Ford Plant in Michigan employs 500 people. .....

12. According to the fifth speaker, thousands of people have died from exposure to asbestos at work. .....

13. According to the fifth speaker, workers on assembly lines perform highly repetitive tasks that cause cancer. .....

1 Look at the pictures and talk about them for two minutes.

2 With a friend, answer the questions.

1. How do you like to spend your evenings? What do you do and why?
2. Do you prefer to spend time on your own or with other people? Why?
3. What is a film that you really like? Why do you like it?
4. How do you normally celebrate special occasions?
5. Are you going to do anything special this weekend?
6. How much TV do you watch a week?
7. What is your favorite TV show? What's it about?
8. Do you use the Internet much? What do you normally do on your computer?

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